



Years of Excellence

Catalog 2012-2013



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

CI Graduates are:

- Informed about past, present, and future issues affecting human society and natural world, and the inter-relatedness of society and the natural world;
- Empowered with the disciplinary and interdisciplinary knowledge necessary to evaluate problems, the ability to translate knowledge into judgment and action, and excellent communication skills for conveying their interpretations and opinions to a diverse audience;
- Creative in developing imaginative self-expression and independent thinking, with joy and passion for learning; 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 Michelle Miller 2012

My concept of the 2012-2013 Catalog focuses on the originality of our university and represents the ten years of excellence celebrated by the students, staff, and faculty of CI. Working as the Marketing Assistant for Associated Students Incorporated for the past two years, I designed this catalog to be a reflection of my design style as well as an embodiment of the knowledge and professionalism that I have accumulated over the four years as a student and now a staff member for the University. The two iconic images (The Bell Tower and Dolphin Fountain) are representative of the University's original roots. In addition, the ink-like typeface symbolizes the "mark" that each student has left on the University and commemorates the elegance of our student-centered academic excellence.

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California State University Channel Islands

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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. 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.

During this academic year, CI will celebrate its tenth year anniversary as Ventura County's first public, four-year university. Over the past decade we have excelled in providing innovative and unique educational experiences to students from throughout the state. I invite you to participate in and experience as many activities and events as possible during this year of celebration.

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

Sincerely yours,

Richard R. Rush
President

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CALIFORNIA STATE UNIVERSITY

STATE UNIVERSITY CHANNEL ISLANDS

One University Drive • Camarillo CA • 93012

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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 have 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, the campus or the institution or the California State University. The relationship of students to the campus and the California State University is one governed by statute, rules, and policy adopted by the Legislature, the Trustees, the Chancellor, the Presidents 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

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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).
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 year.
5. 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.

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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 2012-2013 Academic Year and Summer Term

Fall 2012 Semester

August 22-24	Wednesday - Friday	Fall 2012 Officially begins; Faculty Orientation
August 25	Saturday	Saturday classes begin
August 27	Monday	Weekday classes begin
September 3	Monday	Labor Day Holiday; campus closed
November 12	Monday	Veteran's Day Holiday Observed; campus closed
November 22-24	Thursday - Saturday	Thanksgiving Recess; campus closed
December 8	Saturday	Last day of formal instruction.
December 10-15	Monday - Saturday	Final examinations
December 17-18	Monday - Tuesday	Department meetings and conferences
December 19	Wednesday	Evaluation Day
December 21	Friday	Instructors' grades due
December 21	Friday	Last day of the Fall 2012 semester
December 25- January 1, 2013	Tuesday-Tuesday	*Campus Closed

Spring 2013 Semester

January 17-18	Thursday-Friday	Spring 2013 Officially begins; Faculty Orientation
January 19	Saturday	Saturday classes begin
January 21	Monday	Martin Luther King, Jr. Day; campus closed
January 22	Tuesday	Weekday classes begin
March 18-23	Monday-Saturday	Spring Recess; no instruction
April 1	Monday	César Chávez Day Observed; campus closed
May 3	Friday	Honors Convocation
May 10	Friday	Last day of formal instruction
May 11-17	Saturday-Friday	Final examinations
May 18	Saturday	Commencement
May 20	Monday	Evaluation Day
May 24	Friday	Instructors' grades due
May 24	Friday	Last day of 2012-2013 academic year
May 27	Monday	Memorial Day Holiday; campus closed

Summer 2013 Term (State Support Program Only)

May 27, 2013	Monday	Memorial Day Holiday; campus closed
May 28	Tuesday	Session I (5 weeks) officially begins
June 28	Friday	Session I ends
July 1	Monday	Session II (6 weeks) officially begins
July 4	Thursday	Independence Day Holiday; campus closed
August 9	Friday	Session II ends

University Holiday Schedule

Labor Day	Monday	September 3, 2012
Veteran's Day Observed	Monday	November 12, 2012
Thanksgiving Day	Thursday	November 22, 2012
Admission Day Observed	Friday	November 23, 2012
Academic Holiday	Monday	December 24, 2012
<i>(No holiday available to cover closure on this day)</i>		
Christmas Day	Tuesday	December 25, 2012
Columbus Day Observed	Wednesday	December 26, 2012
Lincoln's Birthday Observed	Thursday	December 27, 2012
Washington's Birthday Observed	Friday	December 28, 2012

**No holiday available to cover closure on Monday, December 31, 2012*

New Year's Day Observed	Tuesday	January 1, 2013
Martin Luther King, Jr. Day	Monday	January 21, 2013
César Chávez Day Observed	Monday	April 1, 2013
Memorial Day Observed	Monday	May 27, 2013
Independence Day	Thursday	July 4, 2013

FacAffairs;Calendar 2012-2013 Approved

2012

July							August						
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2013

January							February						
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13	14	15	16	17	18	19	10	11	12	13	14	15	16
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12	13	14	15	16	17	18	9	10	11	12	13	14	15
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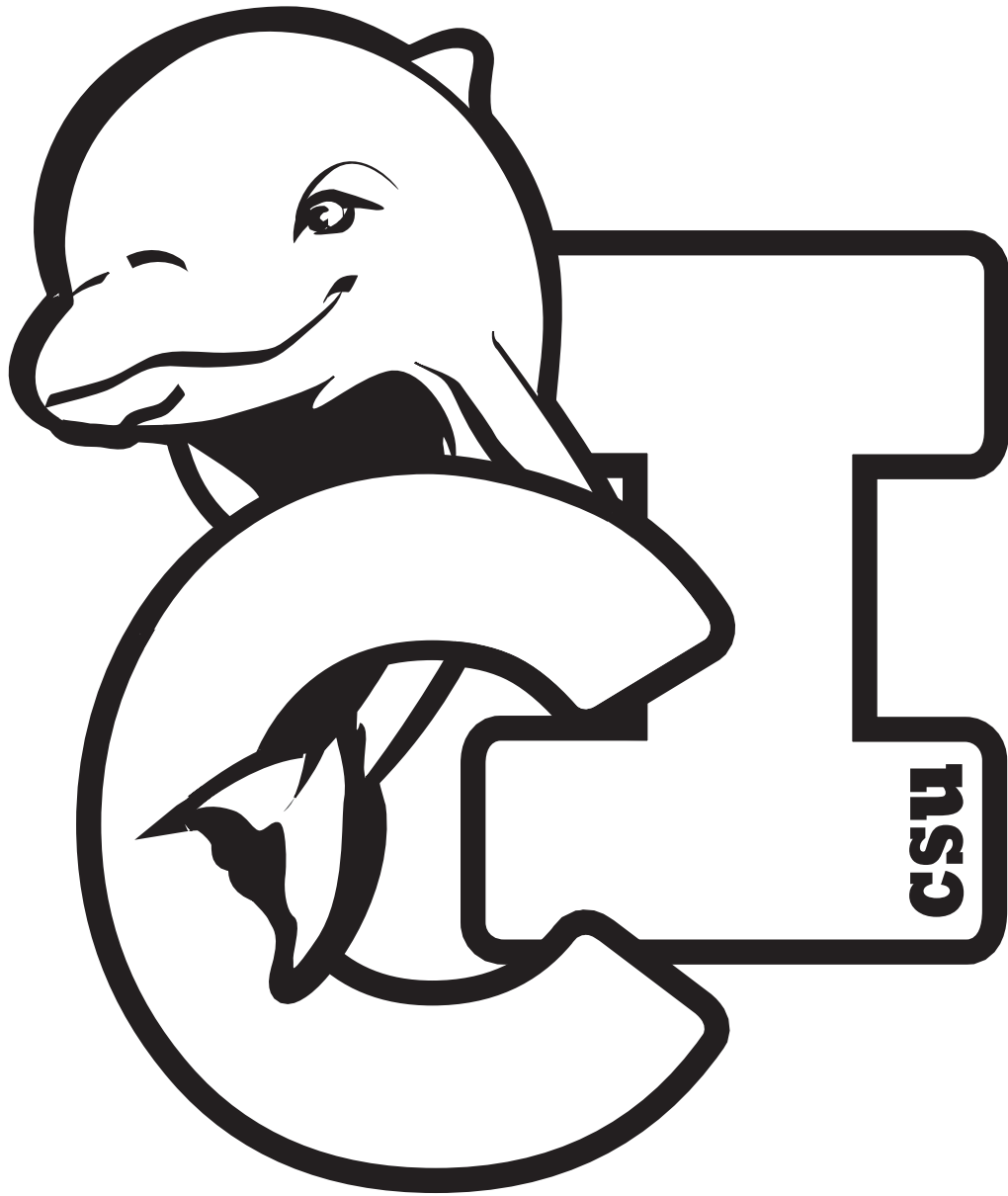
Channel Islands
CALIFORNIA STATE UNIVERSITY

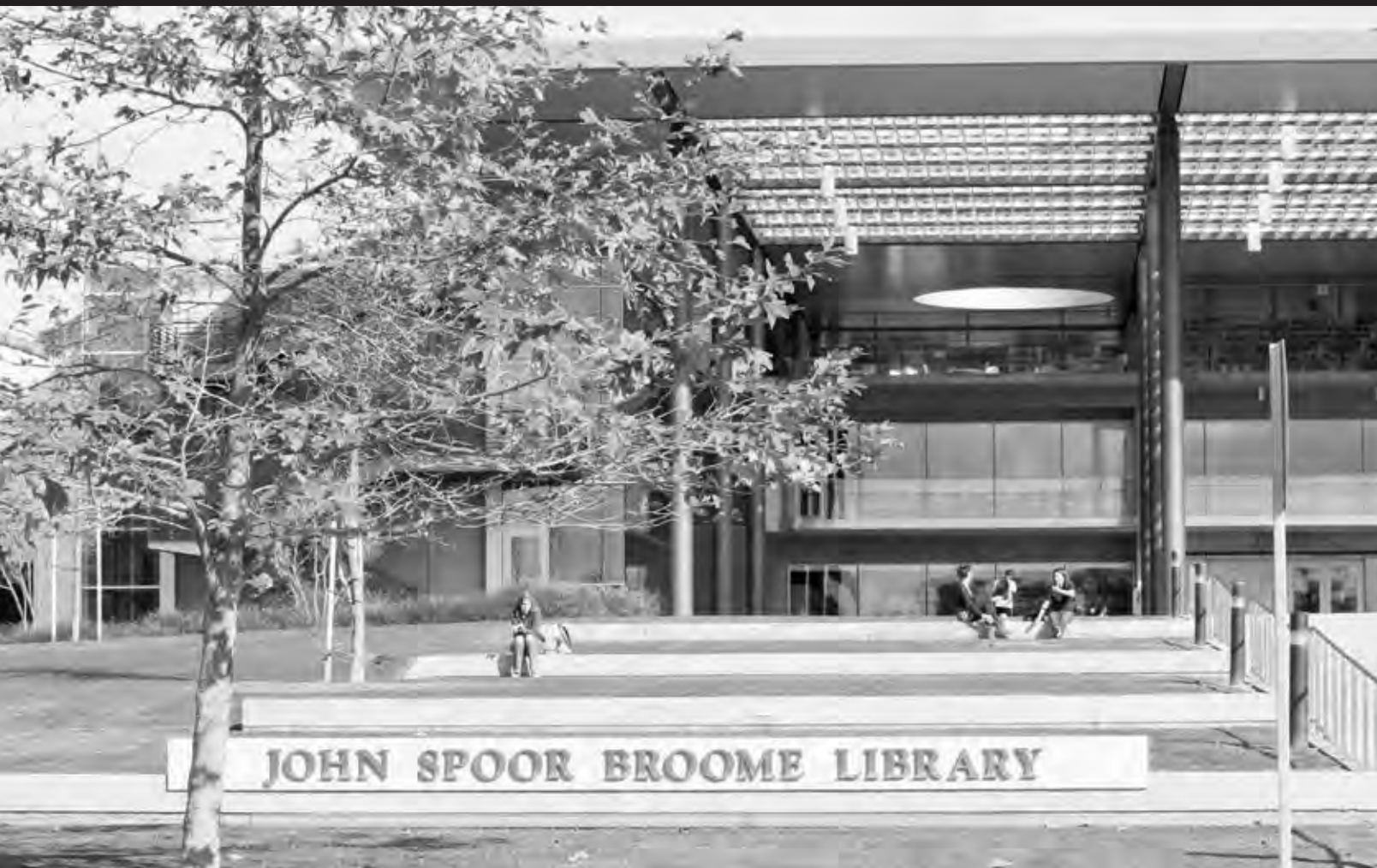
Fall 2012 Saturday Classes

August 25
September 1, 8, 15, 22, 29
October 6, 13, 20, 27
November 3, 10, 17
December 1, 8

Spring 2013 Saturday Classes

January 26
February 2, 9, 16, 23
March 2, 9, 16, 30
April 6, 13, 20, 27
May 4





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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 2010 totaled 412,000 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 2.6 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

The Honorable Edmund G. Brown, Jr. Governor of California	State Capitol Sacramento 95814
The Honorable Gavin Newsom Lieutenant Governor of California	State Capitol Sacramento 95814
The Honorable John Pérez Speaker of the Assembly	State Capitol Sacramento 95814
The Honorable Tom Torlakson State Superintendent of Public Instruction	721 Capitol Mall Sacramento 95814
Dr. Charles B. Reed Chancellor of The California State University	401 Golden Shore Long Beach 90802-4210

Officers of the Trustees

The Honorable Edmund G. Brown, Jr. President	
Bob Linscheid Chair	
Dr. Benjamin F. Gullian Treasurer	Christine Helwick Secretary

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)
Carol R. Chandler	(2012)
Bernadette Cheyne	(2013)
Steven Dixon	(2012)
Debra S. Farar	(2014)
Kenneth Fong	(2013)
Margaret Fortune	(2016)
Steven Glazer	(2019)
George G. Gowgani	(2018)
Melinda Guzman	(2012)
William Hauck	(2017)
Raymond W. Holdsworth Jr.	(2011)
Linda A. Lang	(2017)
Bob Linscheid	(2012)
Peter Mehas	(2015)
Henry Mendoza	(2016)
Lou Monville	(2014)
Russell Statham	(2010)
Jillian Ruddell	(2013)
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



CSU A world of information is just a click away.

Check out the website for the entire California State University: www.csumentor.edu. You will find helpful hints, frequently asked questions, campus tours, and general information about all 23 campuses. The phone number listed for each campus is for the Office of Admission.

S - Semester system

Q - Quarter system

- 1. 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) 437-8400 • 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 • www.csuchico.edu
- 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. Leroy M. Morishita, 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
- 8. 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 • www.calstatela.edu
- 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. Elliot Hirshman, President
(619) 594-6336 • www.sdsu.edu
- 18. San Francisco State University • S**
1600 Holloway Avenue, San Francisco, CA 94132-4001
Dr. Mohammad H. Qayoumi, President
(415) 338-1113 • www.sfsu.edu
- 19. San José State University • S**
One Washington Square, San José, CA 95192-0009
Dr. Mohammad H. Qayoumi, 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 • www.calpoly.edu
- 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 Armiriana, President
(707) 664-2778 • www.sonoma.edu
- 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. SmithExecutive Vice Chancellor and
.Chief Academic Officer
Dr. Benjamin F. QuillianExecutive Vice Chancellor and
.Chief Financial Officer
Ms. Gail E. BrooksVice Chancellor, Human Resources
Mr. Garrett P. AshleyVice Chancellor, University
.Relations and Advancement
Ms. Christine HelwickGeneral Counsel
Mr. Larry MandelUniversity Auditor

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 20,000 CSU students have taken advantage of this unique study option.

International Programs participants earn resident academic credit at their CSU campuses while they pursue fulltime 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 18 countries, the International Programs also offers a wide selection of study locales and learning environments.

Australia	Griffith University, Macquarie University, 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)
France	Institut Catholique de Paris, Université de Provence (Aix-en-Provence), Universités de Paris I, III, IV, VI, VII, VIII, X, XI, XII, XIII, Université Paris-Est Marne-la-Vallée, Université d'Evry Val d'Essonne, and Université de Versailles Saint-Quentin-en-Yvelines.

Germany

University of Tübingen and a number of institutions of higher education in the Federal state of Baden-Württemberg

Ghana

University of Ghana, Legon

Israel

Tel Aviv University, The Hebrew University of Jerusalem, University of Haifa

Italy

CSU Study Center (Florence), Università degli Studi di Firenze, Accademia di Belle Arti Firenze

Japan

Waseda University (Tokyo)
University of Tsukuba

Korea

Yonsei University (Seoul)

Mexico

Instituto Tecnológico y de Estudios Superiores de Monterrey, Campus Querétaro

New Zealand

Lincoln University (Christchurch)
Massey University (Palmerston North)

South Africa

Nelson Mandela Metropolitan University, Port Elizabeth

Spain

Universidad Complutense de Madrid, Universidad de Granada

Sweden

Uppsala University

Taiwan

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

United Kingdom

Bradford University, Bristol University, Hull University, Kingston 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.

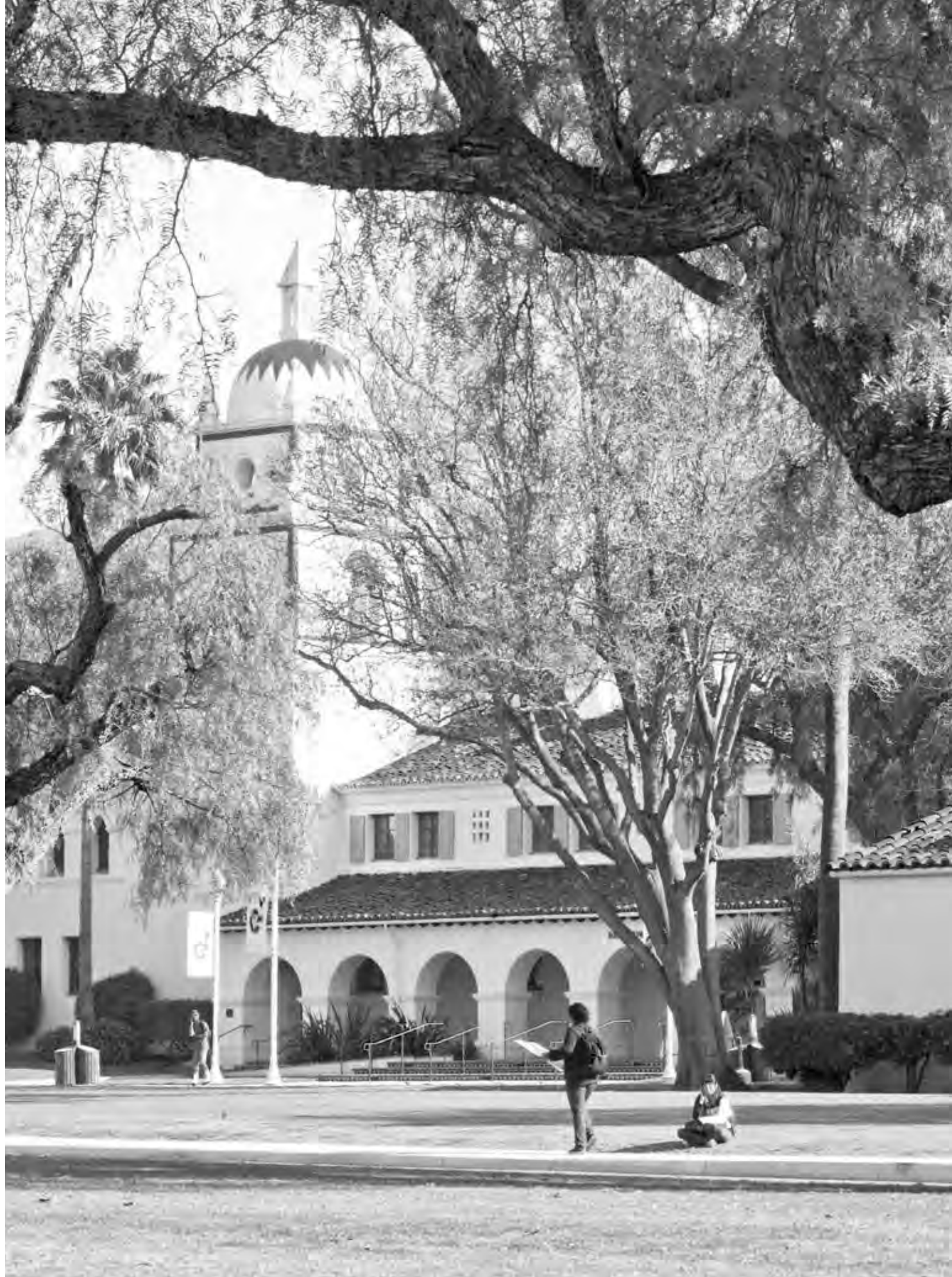
To qualify for admission to the International Programs, in most programs students must have upper division or graduate standing at a CSU campus by the time of departure. Students at the sophomore level may, however, participate in the intensive language acquisition programs in Canada, China, France, 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.



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 500 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.

Accreditation

CI is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC), 985 Atlantic Avenue, #100, Alameda, CA 94501, (510) 748-9001. CI was granted initial accreditation for seven years effective May 19, 2007

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



Ysabel D. Trinidad

Vice President for Finance & Administration,
 2011–Present
 Vice Chancellor for Administrative
 Services, University of Washington
 Tacoma, 2006–2011
 Associate Vice President, Administration
 and Planning, University of Texas at
 San Antonio, 2005–2006
 Associate Vice President for
 Business Affairs, University of Texas at
 San Antonio, 1997–2005
 Assistant Vice President for Business Affairs,
 University of Texas at San Antonio,
 1994–1997



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



A. Michael Berman

Vice President for Technology & Communication
 2009–Present
 Interim Vice President for Finance &
 Administration, CSU Channel Islands,
 2011
 Chief Information Officer,
 CSU Channel Islands, 2009–2011
 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, 2004–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

Alumni & Friends Association

University Hall
 (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 CI'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, transgender, intersex, queer, and questioning people. SAFE on Campus members identify themselves by displaying the SAFE on Campus sign at their office. Members attend at least one workshop, 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 safely discuss 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 LGBTIQ 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 Police & Parking Services Customer Service in Placer Hall.

Crime Prevention

Crime prevention literature is available at 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) training
- 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 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 is trespassing, could create a safety hazard, 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 provides a variety of services to the campus community. Information about these services is available at Police and Parking Services Customer Service 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

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. Free parking is available at off-campus shuttle locations. To utilize this service and purchase your photo shuttle card, stop by Customer Service 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/alternativetransportationresources.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.

Technology & Communication

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

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.

myCI

myCI is the campus single point of access for major campus applications, including CI Learn, CI 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 **myCI**.

myCI 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 **myCI** 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 **myCI** (<http://myci.csuci.edu>) which provides single sign-on to: CI Learn, CI 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 Alert

CI Alert is an emergency communication system that allows University officials the ability to reach the CI community with time-sensitive information during unforeseen events or emergencies using voice, e-mail, text messaging/SMS, and TTY/TDD methods. There is no charge to subscribe to the service, but call and text messaging fees from cell phone service providers may apply.

Students, staff, and faculty may verify and update their current **CI Alert** contact information by logging into **myCI** and clicking on the "My Apps" tab to review your **CI Alert** Contact Information. If the information listed is incorrect, update by clicking the "Edit" link and then "Save."

Emergency Information Hotline

An emergency information hotline (805) 437-3911, provides updated University information during campus emergencies, natural disasters, and interruption of power, telephone or Web services.

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 California State University Channel Islands. We take great pride in serving you with affordable textbooks in rental, digital, used and new formats. We also stock trade books, school and art supplies and CI emblematic merchandise. You may shop in our store or through our virtual bookstore at www.csuci.bkstr.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 assortment, and relax in our comfortable lounge area. The bookstore is 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. – 5:00 p.m.; Friday 8:00 a.m. – 4:00 p.m.; and Saturday and Sunday closed. Extended hours and weekend hours as needed. For additional information about our products and services please contact us at bookstore@csuci.edu or (805) 437-8833.

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 and vegan 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, hamburgers, grilled chicken sandwiches, chicken tenders, grilled tuna, 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, delicious pastries, grab and go sandwiches and sushi.

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	0%

Islands Incentive Plan

The Islands Incentive Plan offers commuter students, staff and faculty the opportunity to enjoy the all new Islands Cafe. With an innovative menu and exceptional service, we look forward in serving the campus community.

25 meals at the Islands Cafe for the special price of \$175 and receive your first meal free. (Regular Price \$225 if purchased per meal) This program can be purchased at the Islands Café.

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

1. A description of the federal, state, institutional, local, and private student financial assistance programs available to students who enroll at CI;
2. 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 terms and conditions of the loans students receive under the Direct Loan and Perkins Loan Programs; and
9. The exit counseling information the school provides and collects for student borrowers.

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 CI's annual campus security report and annual fire safety 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 CI 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

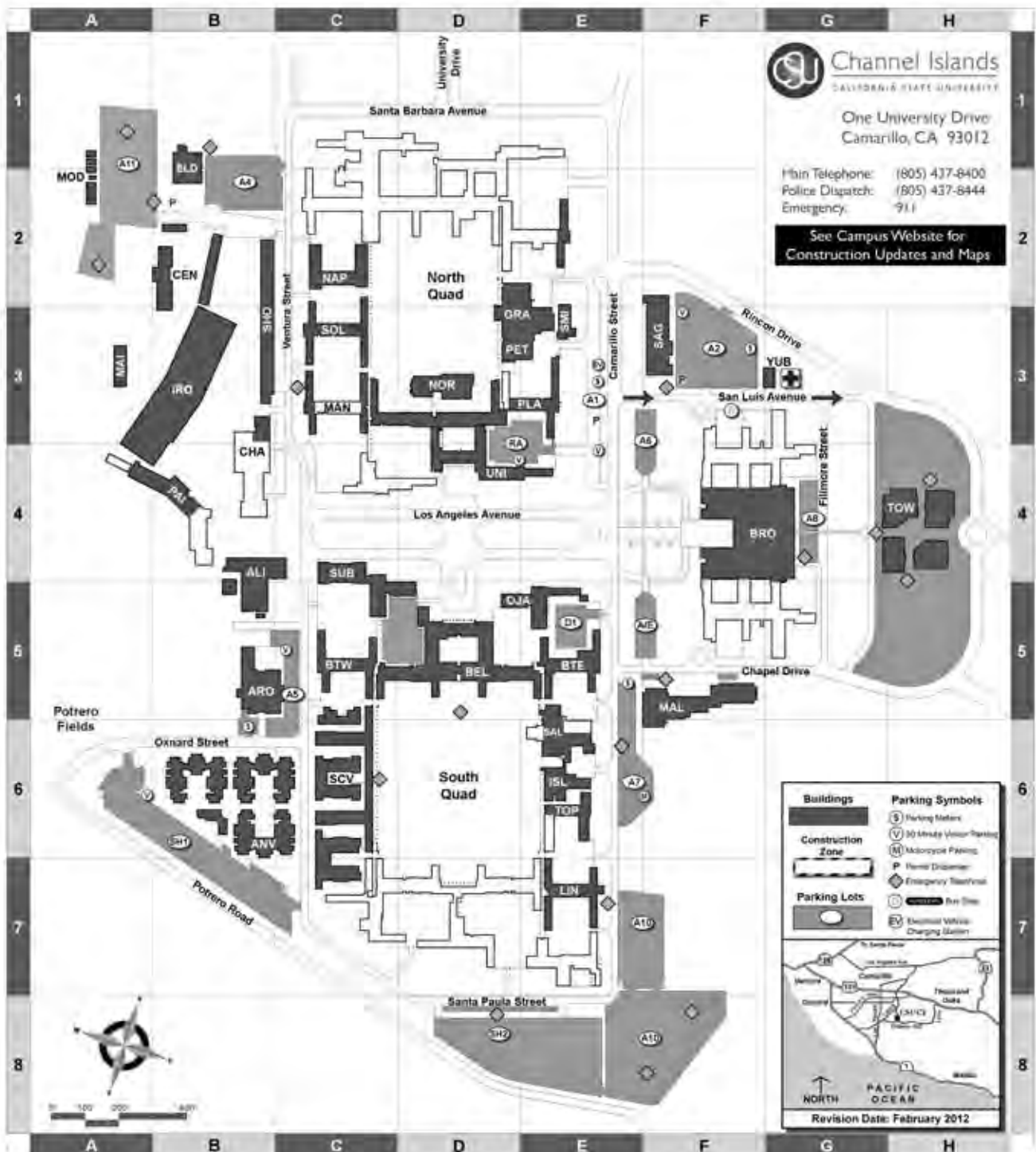
Topic	Contact Office	Location	Extension	Website Address (if applicable)
Academic Advising (Current Students)	Advising Center	Bell Tower	8571	http://www.csuci.edu/academics/advising
Academic Programs & Planning	Academic Programs & Planning	Sage Hall	8540	http://www.csuci.edu/app
Admissions	Admissions & 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/sbs
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
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/drpf/
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
Emergency Information Hotline			3911	
Employment Information, Students	Student Life	Bell Tower	3270	http://www.csuci.edu/careerdevelopment
Enrollment Center	Enrollment Services	Sage Hall	8500	http://www.csuci.edu/enrollmentservices
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

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)
Housing (On Campus)	Housing & Residential Education	Santa Cruz Village Bldg E	2733	http://www.csuci.edu/housing
ID Cards	Student Business Services	Sage Hall	8810	http://www.csuci.edu/cashier
Island View Orientation	Student Life	Bell Tower	3160	http://www.csuci.edu/nsotp/ivo.htm
Judicial Affairs	Student Life	Bell Tower	3332	http://www.csuci.edu/studentlife/judicial-affairs
Library	University Library	Broome Library	8561	http://www.library.csuci.edu
Multicultural Programs	Student Life	Bell Tower	8407	http://www.csuci.edu/multicultural/
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	911 or 8444	http://www.csuci.edu/police
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
Registration, Online (<i>myCI</i>)	Records & Registration	Sage Hall	8500	http://myci.csuci.edu
Schedule of Classes	Academic Support	Bell Tower	2749	http://www.csuci.edu/academics/scheduleandcatalog.htm
Student Organizations	Student Life	Student Union	3356	http://www.csuci.edu/studentleadership/clubs-organizations
Student Recruitment (Prospective Students)	Admissions & Recruitment	Sage Hall	8520	http://www.csuci.edu/admissions/studentrecruitment
Student Support Services	Student Life	Bell Tower	3560	http://www.csuci.edu/sss
Technology Help Desk	Technology & Communication	Broome Library	8552	http://www.csuci.edu/it
Tutoring	Learning Resource Center	Bell Tower	8409	http://www.csuci.edu/academics/advising/tutoring.htm
University Outreach	Student Life	Bell Tower	3155	http://www.csuci.edu/universityoutreach
Veterans Certifying Official	Records & Registration	Sage Hall	3528	http://www.csuci.edu/veterans
Veterans Affairs Program	Student Life	Bell Tower	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



BUILDING			GRID		
ALI	Aliso Hall	B4	IRO	Ironwood Hall	B3
ARO	Arroyo Hall	B5	LIN	Lindero Hall	E7
ANV	Anacapa Village	B6	MAI	Maintenance Stores	A3
BRO	Broome Library	F4	MAL	Malibu Hall	F5
BTW	Bell Tower West	C5	MAN	Manzanita Hall	C3
BEL	Bell Tower	D5	MOD	Modoc Hall	A2
BTE	Bell Tower East	E5	NAP	Napa Hall	C2
CEN	Central Plant	B2	NOR	North Hall	D3
CHA	Chaparral Hall	B4	OJA	Ojai Hall	E5
ELD	El Dorado Hall	B2	PAI	Paint Shop	B4
GRA	Grand Salon	E3	PET	Petit Salon	E3
ISL	Islands Cafe	E6	PLA	Placer Hall	E3

BUILDING			GRID		
SAG	Sage Hall	F3	SAL	Salon A	E6
SCV	Santa Cruz Village	C6	SMI	Smith Decision Center	E3
SHO	Shops	B3	SOL	Solano Hall	C3
SUB	Student Union Building	C4	TOP	Topanga Hall	E6
TOW	Town Center	H4	UNI	University Hall	D4
YUB	Yuba Hall	G3			



Admission Procedures and Policies

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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 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, residency 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 part-time 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 impactation will be available at the following websites:

- www.csumentor.edu
- www.calstate.edu/impactioninfo.shtml
- 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 www.calstate.edu/impactioninfo.shtml.

Application Filing Periods

Terms in 2012-13	Applications First Accepted	Initial Filing Period	Filing Period
Fall Semester or Quarter 2012	October 1, 2011	October 1-November 30, 2011	Each non-impacted campus accepts applications until capacities are reached. Many campuses limit undergraduate admission in an enrollment category 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 www.csumentor.edu/filing_status/ .
Spring Semester or Quarter 2013	August 1, 2012	August 1- 31, 2012	

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 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:

1. 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
3. 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. 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 firsttime 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 firsttime 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.

**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 and above quality with any score			2.81	14	660	2.60	18	820	2.39	22	990	2.18	26	1160
			2.80	14	660	2.59	18	830	2.38	22	1000	2.17	26	1170
			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	710	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	730	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	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			

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 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 39 of the 48 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 www.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 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 30 unit residency requirement, no more than 90 total units may be transferred into the university from all sources.

Transfer Requirements

Students who have completed fewer than 60 transferable semester college units (fewer than 90 quarter units) are considered lower-division transfer students. Students who have completed 60 or more transferable semester college units (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 lower-division 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:

1. 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**

2. 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:

1. Complete appropriate courses with a C or better in adult school or high school summer sessions.
2. 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 upper-division transfer student if they meet all of the following requirements:

1. 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 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 60 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 three semester units) or the Intersegmental General Education Transfer Curriculum (IGETC) requirements in English communication and mathematical concepts and quantitative reasoning.

Student Transfer Achievement Reform (STAR) Act (SB 1440)

The Student Transfer Achievement Reform (STAR) Act (SB 1440) establishes an Associate in Arts (AA-T) or Associate in Science (AS-T) for transfer for California Community College students and is designed to provide a clear pathway to the CSU degree major.

California Community College students who earn a transfer associate (AA-T or AS-T) degree are guaranteed admission with

junior standing to the CSU and given priority admission over other transfer students when applying to a local campus, or non-impacted program. AA-T or AS-T admission applicants are given priority consideration to impacted campus and/or program that has been deemed similar to the degree completed at the community college. Students who have completed an AA-T/AS-T in a program deemed similar to a CSU major are able to complete remaining requirements for graduation within 60 semester units.

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 60 semester or 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
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	Paper
Undergraduate	61	500
Graduate	80	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

Early Start Program

Beginning with the class of 2012, entering resident freshmen who are not proficient in math or "at risk" in English will need to start the remediation process before their first term. By 2014, all new freshmen students who have not demonstrated college-readiness in mathematics and English will need to begin work on becoming ready for college-level English before the start of their first term.

The goals of Early Start Program are to:

- Better prepare students in math and English, before the fall semester of freshman year;
- Add an important and timely assessment tool in preparing students for college; and
- Improve students' chances of successful completion of a college degree.

For 2012, resident students would be required to participate in the Early Start Program if their ELM score is less than 50 and/or their EPT score is less than 138. Newly admitted freshman students who are required to complete Early Start will be notified of the requirement and options for completing the program as part of campus communications to newly admitted students.

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:

1. 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 fulltime 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
 - **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 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 Information

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.

The above 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.

Section 4



Schedule of Fees

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Schedule of Fees 2012 - 13

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 Trustees.

The following reflects systemwide fees for both semester and quarter campuses that were approved for the 2012-13 academic year by the Board of Trustees at their November 2011 meeting. *These rates are subject to change.*

All Students

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

2012-13 Basic Tuition Fees

All Campuses effective January 2012

Units	Per Semester	Per Quarter
Undergraduate Tuition Fee		
6.1 or more	\$2,985	\$1,990
0.0 to 6.0	\$1,731	\$1,154
Credential Program Tuition Fee		
6.1 or more	\$3,465	\$2,310
0.0 to 6.0	\$2,010	\$1,340
Graduate/Post-Baccalaureate Tuition Fee		
6.1 or more	\$3,678	\$2,452
0.0 to 6.0	\$2,133	\$1,422
Doctoral Programs		
All students	\$5,559	\$3,706

2012-13 Doctorate Tuition Fee*

Units	Per Semester	Per Quarter	Per Academic Year
Education	\$5,559	\$3,706	\$3,706
Nursing Practice	\$7,170		
Physical Therapy	\$8,074		

* 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.

2012-13 Graduate Business Professional Fee, effective January 2012

Units	Semester	Quarter
Charge Per Unit	\$278	\$185

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

Application Fee	\$55.00
Breakage Card Fees*	\$25.00
Campus ID Card	\$15.00
Change of Graduation Date	\$15.00
Check Return Fee	\$25.00
Credit Card Transaction Dishonored Fee	\$25.00
Diploma Fee	\$45.00
Duplicate Diploma Fee	\$15.00
Freshman Orientation Fee	\$140.00
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 related 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 at One University Drive, Camarillo, CA. 93012 or by calling (805) 437-8810.

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 Student Business Services office at (805) 437-8810. The Student Business Services office 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.

Section 38130.5 – Qualifying non-resident students exempt from paying nonresident tuition, such as, nonresident student with: high school attendance in California for three or more years; graduation from a California high school or attainment of equivalent; registration as a entering student at, or current enrollment at, and accredited institution of higher education in California not earlier than the fall semester or quarter of the 2001-02 academic year; in the case of a person without lawful immigration status, the filing of a affidavit with the institution of higher education stating that the student has filed an application to legalize his or her immigration status, or will file an application as soon as he or she is eligible to do so.

Determination of Residence for Nonresident Tuition Purposes

University requirements for establishing residency for tuition purposes 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 Residency Requirements. These laws governing residency 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 residency 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 residency 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 residency for tuition purposes. A minor normally derives residency 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 residency 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 residency 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.

Residency determination dates are set each term. They are:

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

CalState TEACH operates on a trimester system. The residency 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 residency for tuition purposes in California between the time this information is published and the relevant residency 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 2011-12 budget amounts were \$2,141,273,000 from state General Fund (GF) appropriations (not including capital outlay funding) and before minus 38.5 million CalPERS retirement adjustment \$1,530,946,000 from tuition fee revenue net of financial aid (forgone revenue), and \$340,440,000 from other fee revenues for a total of \$4,012,659,000. The number of projected 2010-11 FTES is 331,716 resident and 13,572 non-resident students. The GF appropriation is applicable to resident students only whereas fee revenues are collected from resident and 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 fulltime student's academic load).

The 2011-12 average support cost per FTES based on GF appropriation and net tuition fee revenue only is \$10,889 and when including all sources as indicated below is \$11,875. Of this amount, the average net tuition fee revenue and other income per FTES is \$5,420, which includes all fee revenue in the CSU Operating Fund (e.g. tuition fees, application fees, and other campus mandatory fees).



2010/11	Amount	Average Cost per FTE Student	%
Total Support Cost	\$4,012,659,000	\$11,875	100%
• State Appropriation ¹	2,141,273,000	6,455	55%
• Net Basic Tuition Fee Revenue ²	1,530,946,000	4,434	37%
• Other Fees Revenue ²	340,440,000	986	8%

¹Represents state GF appropriation in the Budget Act of 2011-12; GF is divisible by resident students only (331,317 FTES).

²Represents CSU Operating Fund, Tuition Fee and other fees revenue amounts (net of foregone revenue) submitted in campus 2011-12 final budgets. Revenues are divisible by resident and nonresident students (345,288 FTES).

The average CSU 2011-12 academic year, resident, undergraduate student basic tuition fee and other mandatory fees required to apply to, enroll in, or attend the University is \$6,519 (\$5,472 tuition fee plus \$1,047 average campus-based fees). 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). The campus President may adjust the *student body association*

fee only after the fee adjustment has been approved by a majority of the students voting in a referendum established for that purpose. 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. *Student body association fees* support a variety of cultural and recreational programs, childcare centers, and special student support programs. 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). 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.

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 applying for financial aid must complete a Free Application for Federal Student Aid (FAFSA) 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:

Federal & State 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 who are working toward a teaching credential.
- Cal Grants are awarded to California residents with financial need and who meet the California Student Aid Commission (CSAC) scholastic and need 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.

Federal Direct Stafford Loans

A Federal Direct Stafford Loan is a low-interest loan available to college students who are enrolled at least half-time, enrolled in a degree granting program, and meet other basic requirements. These loans do not require credit approval; eligibility is determined by filling out the Free Application for Federal Student Aid (FAFSA) application. Payment of principal is deferred while students are enrolled in school at least half-time. After you graduate, withdraw or drop to less than half-time enrollment, you will have a six-month grace period during which time no payment on principal will be due. Repayment on the principal amount begins at the conclusion of the grace period.

Beginning with the 2012-2013 academic year, graduate students will only be eligible for the Unsubsidized Stafford Loan. Students enrolled only in a Teacher Credential program will still be eligible for the Subsidized Stafford Loan as they are not considered to be "graduate students" for financial aid purposes.

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 2012-2013

President's Scholars Program

Established by a generous gift from the Pierre Claeysens 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.

California Strawberry Festival Endowed Scholarship

Awarded to students who are Ventura County residents and whose parent(s) have been employed by the local strawberry industry for at least one season. Students must have a 3.0 minimum GPA and demonstrate financial need. It is renewable for up to four years for freshman and two years for transfer or graduate students.

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.

Dr. and Mrs. John Peter Pearson Nursing Scholarship

Awarded to a Junior standing Nursing student in Ventura County with a minimum GPA of 3.0. Scholarship is renewable for up to two years.

Edward and Eileen Gaiser Scholarship

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.

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.

James Basile Endowed Scholarship

Awarded to students who graduated from public high school in Simi Valley or Moorpark, CA. Preference is given to students who have had a parent killed or disabled while actively in public service such as law enforcement or fire fighting. Financial need and academic potential are considered. Minimum GPA is 3.0.

Jensen-Frazeur Nursing Scholarship

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

John Spoor Broome Scholarship

Awarded to a student in Ventura County with a minimum GPA of 3.0.

Linda and John Dullam Scholarship

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.

Lois and Bill Allmen Memorial Scholarship

Awarded to a student with a minimum GPA of 3.0 studying in the earth sciences.

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.

Oxnard Ambassadors Endowed Scholarship:

Awarded to business students who are Oxnard residents. A minimum GPA of 3.0 if required. Individual initiative in community service or academic achievement and financial need are all considered. Scholarship is renewable for up to four years for freshman and two years for transfer students.

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.



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 a non-profit auxiliary which identifies and responds to major student initiatives, oversees the ASI and student body center fees, and funds the operation of the Student Union.

Various programs, services and the day-to-day functions of ASI and the Student Union are overseen by the ASI professional staff. All CI students pay both an associated student fee and a student body center fee as part of their registration.

ASI is governed by the ASI Board of Directors, which is comprised of nine students (one student appointed by each of the "ASI entities" (see below), four students elected by the student body, and one student appointed by the Student Government President) and five non-students appointed by the CI President (three University administrators, one faculty member and one member of the community).

ASI Entities

The four organizations listed below have been designated by the ASI Board as being the "ASI entities." Because of the significant outreach each of these organizations is responsible for and the critical role they play in engaging the CI student body, these organizations have been allotted one director position each on the ASI Board and office space in the Student Union.

- Student Government (SG) is comprised of elected student leaders including a president, vice president and senators. Student Government contributes input on University policies and processes, advocates for the CI student body, and recommends students to serve on University committees.
- The Student Programming Board (SPB) helps to engage students of CI through the implementation of social, educational and cultural programs.
- 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.

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, which exists to foster community and enhance student learning and development on the CI campus. The Student Union includes a large programmable area for student events and live entertainment; a dining center including a coffee shop, grill 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 professional staff; meeting rooms for student organizations; and the SEAL (Student Engagement and Applied Leadership) Center. The Student Union also includes the Tree House Courtyard for outdoor events and gatherings.

Enrollment Services

Enrollment Center

Sage Hall, Room 1020

Telephone: (805) 437-8500

Fax: (805) 437-8509

<http://www.csuci.edu/enrollmentservices>

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

Admissions & Recruitment

admissions@csuci.edu

<http://www.csuci.edu/admissions>

The Admissions & Recruitment 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. Recruitment provides information, campus tours and programs to inform prospective students of what CI has to offer.

Financial Aid & Scholarships

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 applying for financial aid must complete a Free Application for Federal Student Aid (FAFSA) online 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 a 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, 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 at **myCI** (<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.

Veterans 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 Veterans Affairs Program coordinator in the Veterans Resource Center for assistance in applying for educational benefits and education certification. Required paperwork must be completed each semester.

Student Systems

student.systems@csuci.edu

<http://www.csuci.edu/enrollmentservices/student-systems>

The Student Systems office maintains Web pages with CI Records guides, implements new features in CI Records that improve services, maintains yearly catalog updates to the CI Academic Requirements Report (CARR), and loads electronic documents and records into CI's systems.

Housing & Residential Education

Santa Cruz Village, Building E, Room 153
(805) 437-2733

student.housing@csuci.edu

<http://www.csuci.edu/housing>

Living on campus puts you in the center of the CI experience. Each Village offers a distinct living style and 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 activities and 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 460 freshmen 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.

Apply Today!

Housing on campus is limited, so early application and confirmation is strongly encouraged. Returning CI students and new students who have been accepted to CI and filed their Intent to Enroll are eligible to apply. You can find the application link via your Dolphin VIP account at <http://csuci.askadmissions.net/vip/>.

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, Educational Opportunity Program, University Outreach, Student Support Services Program, Veterans Affairs Program, and Judicial Affairs.

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 policies.

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

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.

Judicial Affairs

Bell Tower East, Room 1802
 Dean of Students
 (805) 437-3332
 Fax: (805) 437-3211
<http://www.csuci.edu/studentlife/judicial-affairs/index.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 online at the Judicial Affairs Web site.

Multicultural Programs

Multicultural and Women's & Gender Student Center

Bell Tower, Room 1512
 (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 unifying 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

Bell Tower, Room 1506
(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/pcs>

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, Student 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 student 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.

Student Organizations

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

Student Support Services

Student Support Services Center

Bell Tower East, Room 1805

(805) 437-3560

Fax: (805) 437-3529

<http://www.csuci.edu/ssc>

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 CI. 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
- CI 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.

Veterans Affairs Program

Veterans Resource Center

Bell Tower, Room 1518

(805) 437-3524

Fax: (805) 437-2084

veterans.help@csuci.edu

<http://www.csuci.edu/veterans/>

The Veterans 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 Veterans 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 GI 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)

Student Complaint Procedure

The California State University takes very seriously complaints and concerns regarding the institution. If you have a complaint regarding the CSU, you may present your complaint as follows:

- (1) If your complaint concerns CSU's compliance with academic program quality and accrediting standards, you may present your complaint to the Western Association of Schools and Colleges (WASC) at <http://www.wascsenior.org/comments>. WASC is the agency that accredits the CSU's academic program.
- (2) If your complaint concerns an alleged violation by CSU of a state law, including laws prohibiting fraud and false advertising, you may present your claim to the campus president or designee (Damien Peña, AVP for Student Affairs/Dean of Students, at damien.pena@csuci.edu). The president or designee will provide guidance on the appropriate campus process for addressing your particular issue.

If you believe that your complaint warrants further attention after you have exhausted all the steps outlined by the president or designee, or by WASC, you may file an appeal with the Associate Vice Chancellor, Academic Affairs at the CSU Chancellor's Office. This procedure should not be construed to limit any right that you may have to take civil or criminal legal action to resolve your complaint.



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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.

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 CSU 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 considerably 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.
 - Limit an individual's access to its networks.
 - 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.
 - A member or group within the campus community has been detrimentally affected by some action.
- All investigations of CSU 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 password-protected 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 policies.
- 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:
 - 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.
 - 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 remote connections) to University information systems, data, and network resources once they have completed University-related activities.

Incidental Use

University information systems and network resources are owned and operated by the University and are to be used for University-related 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 technology and communication 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 Technology and Communication 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.

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)

Appeal of Admission Decision

Section 89030.7 of the California Education Code requires the California State University establishes specific requirements for appeal procedures for a denial of admission. Each CSU campus must publish appeal procedures for applicants denied admission to the University. The procedure is limited to addressing campus decisions to deny an applicant admission to the University.

Admissions appeal procedures must address the basis for appeals, provide 15 business days for an applicant to submit an appeal, stipulate a maximum of one appeal per academic term, provide specific contact information for the individual or office to which the appeal should be submitted and must also be published on the campus website.

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 CI.

Definition(s)

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

Text

1. A transcript is considered official if it is sent directly from the institution of origin to the Enrollment Center at CI 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.

- 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 6 semester units (9 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. (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 Military Service, Academic

Students shall be granted credit toward the Baccalaureate degree based on the American Council on Education (ACE) Guide to the Evaluation of Educational Experiences in the Armed

Services. Three units of General Education Area E credit will be awarded for military basic training with any additional credit for basic training recommended by the ACE Guide given as free electives.

In addition, up to 30 credits may be awarded as a combination of free electives based on ACE recommendations and/or the following specific credits:

- Three to four units of General Education Area C3a credit will be awarded for Defense Language Institute Foreign Language Center proficiency exams based on ACE's guidelines in the National Guide to College Credit for Workforce Training. Any additional credit for language proficiency recommended by the ACE Guide will count as free electives.
- Major or other General Education credit may be awarded by petition.

Students should contact Enrollment Services for instructions on receiving credit. (SP10-08)

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 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;
- Students who transfer general education certification are still required to complete at least 9 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

CI 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. CI 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 CI 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 transcripts.ibna@ibo.org. 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. (SP01-36)

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 24 units earned through Open University (see Open University) and Extension may be applied to a bachelor's degree at CI, and up to 9 units may be applied to a master's degree. (SP01-36)

Open University

Open University permits non-matriculated students to register concurrently with matriculated students in regular classes. Up to 24 units earned through Open University and Extension (see Extension Programs) may be applied to a bachelor's degree at CI, and up to 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.10.016.htm>. (SA.10.016)

Federal Work Study (FWS)

Accountability

The 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 part-time 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 CSUCI from the Federal Government when the student files a FAFSA form (Free Application for Federal Student Aid).

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-serve basis. Priority is given to continuing students who are currently participating in FWS and plan to continue in the capacity in which they were trained as well as those 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 overtime 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.10.014)

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.

CI 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 CSU Channel Islands receiving financial aid assistance.

Definitions

Appeal – A process by which a student who is not meeting the institution's satisfactory academic progress standards petitions the institution for reconsideration of the student's eligibility for title IV, HEA program assistance.

Financial Aid Probation – A status assigned by an institution to a student who fails to make satisfactory academic progress and who has appealed and has had eligibility for aid reinstated.

Financial Aid Warning — A status assigned to a student who fails to make satisfactory academic progress at an institution that evaluates academic progress at the end of each payment period. Schools that evaluate SAP at the end of each payment period (including summer terms) have the option to add a warning payment period, followed by a probationary payment period, prior to any termination of federal student aid eligibility. The student may receive aid under the warning and probationary periods. The warning option is not available to schools that evaluate SAP less frequently.

Note: A Financial Aid Warning or Financial Aid Probation (relating to financial aid eligibility) is different from Academic Probation (relating to your overall academic standing with the University).

Maximum Timeframe:

1. For an undergraduate program measured in credit hours, a period that is no longer than 150 percent of the published length of the educational program, as measured in credit hours;
2. For a graduate program, a period defined by the institution that is based on the length of the educational program.

Text

This policy meets the requirement for strictness as it matches the institutional policy for a student enrolled in the same educational program who is not receiving Title IV assistance. The policy is organized in the following sections that illustrate the standards required to maintain good standing and satisfactory academic progress to retain Title IV funding:

- Quantitative Component—units completed**
 - a. Pace – percent of units completed
 - b. Maximum unit limit
 - c. Treatment of Repeated Coursework
 - d. Treatment of Credit/Noncredit Coursework
 - e. Transfer Units
 - f. Change of Major – effect on unit load
- Qualitative Component—grading**
 - a. Grading
 - b. Academic Disqualification
 - c. Remedial Coursework
- Evaluation of Academic Progress Over Time**
 - a. Maximum Time Limit
- Consequences**
 - a. Financial Aid Warning Period
 - b. Requirements to Re-establish Financial Aid Eligibility
 - c. Appeal Process
 - d. FR Funding/Reinstatement Rules following a SAP Appeal

SAP Review Criteria

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).

SECTION I: Quantitative Component Pace (e.g., percent of units completed):

Pace is determined by calculating a student's ratio of overall cumulative CI units earned to their cumulative CI units attempted. The following schedule designates the minimum percentage of amount of work that a student must successfully complete at the end of each increment to complete his or her educational program within the maximum timeframe. As a student progresses toward graduation, the expected ratio or percentage increases.

Degrees	Number of Cumulative Units Attempted	Minimum Percentage of Units Earned (Percentage of cumulative units taken with passing) grade divided by cumulative units attempted.)
Undergraduate	1 to 29.99	75%
	30 to 59.99	80%
	60 to 89.99	85%
	90 to 180	90%
Second BA	1 to 45.01	90%
Postbaccalaureate/ Credential	1 to 52.50	90%
Graduate	1 to 49.50	90%

Maximum Unit Limit:

The maximum unit limit for undergraduate student aid eligibility is 150% of the unit requirement for graduation, as set forth by the Federal Department of Education and CI. Since most undergraduate majors at CI require 120 units to graduate, the maximum unit limit is therefore 180 attempted units ($120 \times 1.5 = 180$). In addition, regulations require that all undergraduate transfer units **MUST** be considered in determining progress toward graduation within the 150% maximum time frame (regardless of whether or not the student received prior financial aid, completed the coursework, or if the course work counts or not toward their degree objective). The maximum unit limit for 2nd BA/BS student aid eligibility is 150% of the unit requirement for graduation, as set forth by the Federal Department of Education and CI. Since most undergraduate majors at CI require 120 units to graduate, and the student has already completed three years (approximately 90 units) of general education coursework, the maximum unit limit is therefore 45 attempted units ($120 - 90 = 30 \times 1.5 = 45$). In addition, regulations require that all undergraduate transfer units **MUST** be considered in determining progress toward graduation within the 150% maximum time frame (regardless of whether or not the student received prior financial aid, completed the coursework, or if the course work counts or not toward their degree objective).

The maximum unit limit for post-baccalaureate Teacher Credential student aid eligibility is 150% of the unit requirement for graduation, as set forth by the Federal Department of Education and the CI. Since most Credential programs at CI require 35 units to graduate, the maximum unit limit is therefore 52.50 attempted units ($35 \times 1.5 = 52.50$). In addition, regulations require that all post-baccalaureate transfer units **MUST** be considered in determining progress toward graduation within the 150% maximum time frame (regardless of whether or not the student received prior financial aid, completed the coursework, or if the course work counts or not toward their degree objective).

The maximum unit limit for graduate aid eligibility is 150% of the unit requirement for graduation, as set forth by the Federal Department of Education and CI. Since most graduate programs at CI require 33 units to graduate, the maximum unit limit is therefore 49.50 attempted units ($33 \times 1.5 = 49.50$). In addition, regulations require that all graduate transfer units **MUST** be considered in determining progress toward graduation.

within the 150% maximum time frame (regardless of whether or not the student received prior financial aid, completed the coursework, or if the course work counts or not toward their degree objective).

Note: Maximum unit limits for postbaccalaureate and graduate programs may be greater than those listed above if a student's program(s) requires more than the typical unit requirement.

Treatment of Repeated Coursework:

The Financial Aid office accepts repeated courses consistent with University Policy limiting these units to 16 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. Please be aware that repeat courses are not identified in the computer system as "repeat courses" until your grades are entered for the term. Therefore, repeat courses that have been previously completed (with a passing grade) will be averaged into your GPA and cumulative units earned, which may negatively affect your SAP. ***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.

Transfer Units:

The government requires that all transfer units **MUST** be considered in determining progress toward graduation within a 150% maximum time frame.

Change of Major:

When considering a change in major, it is the responsibility of the student to be aware of the maximum unit limit guidelines, as outlined in this policy.

SECTION II: Qualitative Component: Acceptable Grade Point Average

All students must maintain a cumulative grade point average of 2.0 (overall "C" average) to maintain financial aid eligibility. Students placed on academic probation will also be placed on financial aid probation for not making satisfactory academic progress. 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.

Grading:

The quality of an aid recipient's coursework is also monitored. Units are counted as earned only if one of the following grades is received: "A" through "D-", Credit (CR), Satisfactory Progress (SP)

- o The following grades are NOT counted as earned for satisfactory progress:
 - Incomplete (I)*
 - Incomplete Fail (IC)*
 - Withdrawal (W)**
 - Failure (F)
 - Unauthorized Incomplete (U)

- Unauthorized Withdrawal (WU)
- No Credit (NC)
- Report Delayed (RD)
- Audit (AU)

* 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. ** 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.

Academic Disqualification:

Students who are academically disqualified from CI by the Records Office are not eligible for financial aid.

Remedial Coursework:

CI does not consider remedial coursework in determining a student's SAP.

SECTION III: Evaluation of Academic Progress over Time: Maximum Time Limit

The maximum time limit for undergraduate student aid eligibility is 150% of the normal length of time required to complete a program of study as a full-time equivalent student, as set forth by the Federal Department of Education and the CI. It will take 5 years to complete most undergraduate programs if a student is enrolled in only 12 units per term (120 units/24 full-time units per year = 5 years). Thus, the maximum time limit is 7.5 years ($150\% \times 5 \text{ years} = 7.5 \text{ years}$).

The maximum time limit for 2nd BA/BS student aid eligibility is 150% of the normal length of time required to complete a program of study as a full-time equivalent student, as set forth by the Federal Department of Education and the CI. It will take 1.25 years to complete most 2nd BA/BS programs (since the student has already completed their general education coursework) if a student is enrolled in only 12 units per term (120 units – 90 GE units = 30/24 full-time units per year = 1.5 years). Thus, the maximum time limit is 2.25 years ($150\% \times 1.5 \text{ years} = 2.25 \text{ years}$).

The maximum time limit for postbaccalaureate Teacher Credential student aid eligibility is 150% of the normal length of time required to complete a program of study as a full-time equivalent student, as set forth by the Federal Department of Education and CI. It will take 1.5 years to complete most Credential programs if a student is enrolled in only 12 units per term (35 units/24 full-time units per year = 1.46 years). Thus, the maximum time limit is 2.25 years ($150\% \times 1.46 = 2.19 \text{ years}$).

The maximum time limit for graduate aid eligibility is 150% of the normal length of time required to complete a program of study as a full-time equivalent student, as set forth by the Federal Department of Education and CI. It will take 2 years to complete most graduate programs if a student is enrolled in 12 units per term (49.5 units/24 full-time units per year = 2.06 years). Thus, the maximum time limit is 3.0 years ($150\% \times 2.06 = 3.09 \text{ years}$).

Note: Maximum time limits for postbaccalaureate students may be greater than those listed above if a student's program(s) requires more than the typical 35 units.

SECTION IV: Consequences

Financial Aid Warning Period:

If a student does not meet the SAP policy guidelines, as stated above, they will be placed on Warning for the next term. A student on financial aid Warning may continue to receive Title IV aid despite a determination that the student is not meeting SAP standards. This will allow the student time to get back into good SAP standing, while continuing to receive financial aid. If the student continues not to meet the SAP policy guidelines after the Warning term, they will no longer be eligible to receive financial aid.

Requirements to Re-establish Financial Aid Eligibility:

Students who have lost their financial aid eligibility due to insufficient Percentage of Units Earned, or low GPA, and do not appeal, or their appeal is denied, may generally reestablish eligibility as follows:

- **GPA:** The qualitative requirement (i.e., CI cumulative GPA) is associated with units completed while at CI; therefore the additional units needed to increase your CI GPA must be completed at CI.
- **Units:** The quantitative requirement (i.e., CI cumulative units earned) may be re-established either:
 1. Permanently (i.e., regain eligibility from this point forward, pending any future unit deficiencies) by completing the total number of units needed to increase your Percentage of Units Earned to an acceptable range for your appropriate grade level without receiving financial aid. Deficient units may be completed at CI, or they may be completed through CI Extended University, if the coursework is transferable and satisfies your CI graduation requirements; or,
 2. Temporarily (i.e., regain eligibility on a term-by-term basis for the remainder of the academic year. A new appeal may need to be submitted for the next academic year) by transferring in units completed at another college (completed after financial aid was denied at CI) that are equal or greater than the total number of units deficient at CI. Units must satisfy your CI graduation requirements. It is the student's responsibility to meet the reinstatement requirements, provide academic transcripts for transfer units to the CI Admissions & Records Office (AR), and to provide proof of completed units to the financial aid office.

Appeal Process:

If the student has mitigating factors that have hindered their Satisfactory Academic Progress (SAP) toward graduation, including death of a relative, injury or illness of the student, or other special circumstances, they may submit a SAP Appeal. If the Appeal is approved, a student's financial aid eligibility may be re-instated.

After being notified by the financial aid office student has 21 days to submit a petition. The appeal must specify why the student failed to maintain SAP and what has changed to allow them to maintain or progress toward making SAP in the future.

Appeals are reviewed by the Financial Aid SAP Appeals Committee and determined on a case-by-case basis. The criteria for approving an appeal will be based on the student's circumstance, documentation, and a reasonable expectation that the student can reestablish progress toward a degree objective, and regain academic standing that meets the requirements for graduation.

After consulting with the SAP Appeals Committee, 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, s/he 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.

If the student's Petition is denied by the Financial Aid SAP Appeals Committee, the student may either:

1. continue enrollment and make payment arrangements with the Student Business Services Office; or
2. withdraw and submit required documents to corresponding departments as delineated in the withdrawal policy.

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 to meet 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. No retroactive disbursements are allowed.
(SA.10.013)

Return of Title IV Funds

Accountability

Financial Aid office

Applicability

All registered students at CI receiving financial aid assistance.

Text

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.
 - $\text{Days Attended} \div \text{Days in Enrollment Period} = \text{Percentage Completed}$
 - 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.
 - $\text{Total Aid Disbursed} \times \text{Percentage Completed} = \text{Earned Aid}$
- Determine the amount of unearned aid to be returned to the appropriate Title IV aid program.
 - $\text{Total Disbursed Aid} - \text{Earned Aid} = \text{Unearned Aid to be Returned}$
 - 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.
 - 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)
 5. 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

All Registered Students at California State University Channel Islands (CI) are awarded grants funds in accordance with the system-wide policy statement issued on a yearly basis 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. Subsequent documents are issued yearly 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 programs)
- 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. Due to limited funds allocated to CI; grant eligibility may be based on lower expected family contribution limits.

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 Tuition 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.10.015)

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" assigned.
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:

- Request more information from the student and/or the instructor
- 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.

- 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.
- 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.
- 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.
- Undergraduate students may repeat an individual course for grade forgiveness no more than twice (3 times total).
- This policy may be used only on grades of "WU", "F", "D", "D+", "C+", "C", & "IC."
- 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.
- Beyond the **16** semester units that can be replaced for grade forgiveness, up to **12** units of coursework may be repeated. These **12** units that can be repeated will be averaged into the GPA without replacing the previously received grades.

(SP09-04)

Grades

- "ABCD" is the default grading system.
- 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.
- Not more than 12 units of general education courses may be taken "CR/NC."
- 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:

1. 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 the 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 CI.

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 Award

Granted 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)

Program Honors

Program honors will be awarded [to student graduating from CI] based on criteria developed by individual programs.

(SPO1-41)

Semester Honors

CI undergraduate students completing 12 or more units with a letter grade in a single semester or completing 12 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)

University Honors

The following honors are awarded to students graduating from CI:

- **Summa Cum Laude** — This honor is to awarded to all students who possess a grade point average of 3.90 - 4.0 in courses taken at CI.
- **Magna Cum Laude** — This honor is to awarded to all students who possess a grade point average of 3.75 - 3.89 in courses taken at CI.
- **Cum Laude** — This honor is to awarded to all students who possess a grade point average of 3.50 - 3.74 in courses taken at CI.

(SPO1-41)

Internships and Service Learning

Internships

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

1. 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

- 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.
- 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. (SP03-06)

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. (SP04-33)

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. (SP02-04)

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 CI.

(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.

(SPO2-04)

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

1. Students may add courses during the first three weeks of classes with approval signatures from the instructor.
2. 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.

(SPO3-05)

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.

(SPO8-07)

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.
2. 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.

(SP01-56)

Class Standing

Freshmen	0 - 29 units
Sophomore	30 - 59 units
Junior	60 - 89 units
Senior	90 + units

Course Load for Undergraduate Students

An undergraduate student may enroll in 18 units without advisor approval. Students enrolling in 19 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.

(SP04-30)

Credit Hour

As of July 1, 2011 federal law (600.2 and 600.4) requires all accredited institutions to comply with the federal definition of the credit hour. For all CSU degree programs and courses bearing academic credit, the "credit hour" is defined as "the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours."

A credit hour is assumed to be a 50-minute period. In courses, in which "seat time" does not apply, a credit hour may be measured by an equivalent amount of work, as demonstrated by student achievement.

Declaration of Majors

To help ensure timely completion of graduation requirements, students who have a total of 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.

(SP02-06)

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 9 units of upper-division, interdisciplinary General Education courses may be double counted between a major and General Education.
(SP01-34)

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)

Priority Registration for Students with Disabilities Accountability

Disability Resource Programs (DRP), University Registrar

Applicability

Students with a documented disability and registered with DRP

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, the student must be registered with the Disability Resource Programs and have a disability-related need which meets one or more of the following criteria:

1. The student requires accommodations that are time intensive for Disability Resource Programs to implement, such as converting required texts and instructional materials into alternative formats or securing Sign Language interpreters.
2. The student has a physical or mobility impairment that requires the need to schedule classes in accessible locations and, when possible, in close proximity to one another.
3. The student has extraordinary class scheduling needs due to health restrictions, extensive therapy/medical treatment (such as chemotherapy, renal dialysis, etc.) or the need to administer medications at specific times,
4. The student has a disability related circumstance that DRP deems appropriate for priority registration.

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

Disability Resource Programs is not authorized to grant priority registration based on consideration of graduation time limitation, financial need, sponsorship by programs such as Worker's Compensation, Department of Rehabilitation, Veterans benefits, private insurance, etc.

Students **must** be in good standing with the University in order to utilize priority registration. This means that there can be no holds on the students account such as a Financial Aid, Judicial Affairs, Housing and Residential or Academic Advising. If there is a hold, registration will be suspended until the student resolves the situation.

Priority registration does not exempt students from meeting general registration or the requirements of the University or their major (e.g. prerequisites.).

First semester freshman and incoming transfer students are not eligible for priority registration due to the requirement for all incoming students to receive academic advising during Island View Orientation or Transfer Student Advising Workshops prior to registration.

(SA.08.002)

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.
2. 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 30 units in residence, including 24 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 office.

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.
(SP03-20)

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.
(SP01-37)

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 "VV" 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 "V" 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 CI

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 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 System-wide Guidelines for Nondiscrimination and Affirmative Action Programs in Employment.

Text

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 Religion

The California State University does not discriminate on the basis of race, color, ethnicity, national origin, age, or religion in its programs and activities, including admission and access. Federal and state laws, including Title VI of the Civil Rights Act of 1964 and the California Equity in Higher Education Act, prohibit such discrimination. Anna Pavin, AVP for Human Resources, has been designated to coordinate the efforts of California State University Channel Islands to comply with all applicable federal and state laws prohibiting discrimination on these bases. Inquiries concerning compliance may be presented to this person at Solano Hall Human Resources Programs or (805) 437-8490.

Disability

The California State University does not discriminate on the basis of disability in its programs and activities, including admission and access. Federal and state laws, including sections 504 and 508 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, prohibit such discrimination. Anna Pavin, AVP for Human Resources, has been designated to coordinate the efforts of California State University Channel Islands to comply with all applicable federal and state laws prohibiting discrimination on the basis of disability. Inquiries concerning compliance may be presented to this person at Solano Hall Human Resources Programs or (805) 437-8490.

Sex/Gender/Gender Identity/Sexual Orientation

The California State University does not discriminate on the basis of sex, gender, gender identity or sexual orientation in its programs and activities, including admission and access. Federal and state laws, including Title IX of the Education Amendments of 1972, prohibit such discrimination. Anna Pavin, AVP for Human Resources, has been designated to coordinate the efforts of California State University Channel Islands to comply with all applicable federal and state laws prohibiting discrimination on these bases. Inquiries concerning compliance may be presented to this person at Solano Hall Human Resources Programs or (805) 437-8490.

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 Compliance

Inquiries concerning compliance or the application of these laws to programs and activities of California State University Channel Islands may be referred to the specific campus officer(s) identified above 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.

Text

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

Accountability

The Provost/Vice President for Academic Affairs, Vice President for Student Affairs, Vice President for Finance & Administration, Vice President for University Advancement, Chief Information Officer, Associate Vice President for Operations, Planning & Construction, Director of Communication & Marketing, EFC Chair, and the Director of Housing & Residential Education.

Applicability

All University offices, auxiliaries, faculty, staff, students, tenants, and external constituencies, including members of the public.

Exceptions to this policy include:

- A. Public safety alerts and public information notifications issued by either the University Police Department or Communication & Marketing during times of potential or current campus emergencies.
- B. Notices displayed for classroom relocations or cancellations.

- C. University information or notices for employment/Human Resources, emergency or public safety instructions, the University's mission statement, academic program posters, or campus photographs displayed in building public spaces.
- D. Temporary signs for construction-related activities.
- E. Requests for commercial postings within the Town Center or on University Glen property shall be governed by the University Glen Corporation office.

Definition(s)

Signage – Flyers/leaflets, posters, banners, brochures, lawn flags, sidewalk chalk, ground-stakes, foot signs, A-frames or sandwich boards, and electronic message boards, affixed or displayed throughout University buildings or spaces

Public Space – Any interior or exterior area that is open for students, employees, or visitors to enter during regular business hours. These areas include, though are not limited to: walls, hallways, corridors, lobbies, conference rooms, courtyards, fences, library, and all other University buildings or property owned or controlled by the University, but excluding University Glen or Town Center property.

Text

Approving University Officials

- Students or Student Clubs and Organizations: Vice President for Student Affairs or her/his designee
 - Faculty or Academically-Related Activities: Provost/Vice President for Academic Affairs or her/his designee
 - Staff: The staff member's Division head or his/her designee
 - External Constituencies: Director of Communication & Marketing or her/his designee. External events approved by the Events & Facilities Committee (EFC) will also require approval by the Chair of the EFC.
 - University Tenants or Town Center Tenants: Director of Communication & Marketing or her/his designee.
- A. Requests for postings or signage shall be reviewed and approved in advance by the University official or her/his designee.
 - B. Non-University or off-campus printed materials shall not be posted on the campus without advance approval by the University official or her/his designee.
 - C. The posting of materials using items such as lawn flags, foot signs, ground stakes, or chalk on sidewalks shall be reviewed and approved in advance as deemed appropriate by the approving University official or her/his designee, in consultation with the Associate Vice President for Operations, Planning & Construction. The requestor will be responsible for any damages as a result of ground stakes, clean-up of chalk used on sidewalks, or costs incurred by OP&C for repairs or clean-up.

Approved Methods for Posting

- A. Push pins or thumb tacks for cork bulletin boards; magnets for dry eraser boards.
- B. Sticky putty or painters' masking tape for large event posters approved for placement only on interior walls next to general bulletin boards.

Approved Locations for Postings and Signage

- A. General cork bulletin boards located throughout most campus buildings, or available dry eraser boards for general purpose postings located within the Library.
- B. Cork bulletin boards located outside office doors with occupant approval.

- C. Electronic message boards managed by the Student Union.
- D. A-frames or sandwich boards may only be placed at specified locations outside University buildings and must not interfere with pedestrian or vehicular traffic.
- E. If space is needed, posters approved by appropriate University officials as noted in this policy, may be displayed on interior walls next to general bulletin boards.
- F. Banners may only be displayed in the designated banner locations or by using frames installed and provided by OP&C.

Prohibited Locations for Postings and Signage

- All interior and exterior spaces within campus buildings including but not limited to: lobbies, doors, windows, balconies, railings, stairwells, walls, or hallways.
- Restrooms or Stalls
- Benches
- Fences
- Fountains or Sculptures
- Sidewalk railings
- Light Posts
- Trees or Planted Garden areas
- Bus Shelters
- Newspaper or Magazine Racks
- Traffic Mirrors or Control Signs
- Trash or Recycling Receptacles
- Permanent Wayfinding/Directional Signage

Limitations on Postings and Signage

- A. It is the responsibility of the individual or group posting materials to ensure that all postings have been removed within two (2) business days following the event or the date as specified by the approving University official or her/his designee. Materials that can be visually determined with a past date will be removed. All posted materials will be removed from general bulletin boards at the end of each semester.
- B. Vehicle or pedestrian directional signage for events or activities shall be placed in accordance with the Police & Parking Services A-Frame (Sandwich Boards) Placement Procedures.
- C. Banners may only be displayed in the designated banner locations or using frames provided and installed by OP&C. All banner requests shall be reviewed and approved in advance by the Director of Communication & Marketing. The requestor will incur all charges related to the installation and removal of the banner.
- D. Requests for signage near the University entrance or designated banner locations shall be reviewed and approved in advance by the Director of Communication & Marketing or her/his designee. Requestors should first inquire that there are no conflicts with the display area's posting schedule. Scheduling is on a firstcome, first-served basis. The requestor will incur all OP&C charges related to the production and installation of signage in the kiosk or banner area.
- E. All requests for postings or signage within Housing & Residential Education facilities shall be reviewed and approved in advance by the Director of Housing & Residential Education or her/his designee.
- F. Duration: all postings or signage may be displayed for a maximum of two (2) weeks prior to any one event or activity and should be removed within two (2) business days after the event or activity.

- G. Poster size: posters should not exceed 24" x 36" in size for posting onto "A" frames or as space is available on general bulletin boards.
- H. Content: postings or signage advertising an event, activity, or program should contain the following information: name of event or activity; date, time, and place of event or activity; and University contact information (campus phone numbers or web address). The University's formal or spirit logos may be included in materials but are not required (refer to the University's Identity Style Guide for proper use).
- I. Poster quantity: only one poster advertising an event, activity, or program may be posted on the same bulletin board.
- J. Tacking, painting, pasting, marking, writing, gluing, stapling or otherwise affixing signage is not allowed on any surfaces. Stickers may not be posted onto any surfaces.
- K. Divisions, departments, areas, offices, faculty, or staff, may display posters, photographs, awards, or artwork within their designated campus office area or doorway and not in public spaces.
- L. Academically-related materials may be posted in instructional areas (including Aliso Hall, central Bell Tower, Malibu Hall, Manzanita Hall, Napa Hall, North Hall, Topanga Hall, and the MVS Center) except for areas noted in the Prohibited Locations for Postings and Signage within this policy.
- M. Any individual, department, or organization may be charged for the cost incurred in the removal or repair of campus facilities caused by inappropriate or prohibited postings for which they are responsible.
- N. Unauthorized postings in prohibited locations will be removed.
- O. Signs or postings that in the judgment of the University are threatening to public safety, prohibited by law, hazardous to pedestrian or vehicular traffic, or imitative of official government signs or copyrighted signs, logos or marks, are prohibited.
- P. Individuals or 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.

(CM.02.004)

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 State-owned vehicles.

(FA.31.013)

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 CI 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.
- b. 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.
- i. 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.
- l. 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.
- o. 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 *myCI*.

(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)

Degrees Awarded Posthumously

The complete policy text can be found on the CI website at <http://senate.csuci.edu/policies/2010-2011/sp10-13-posthumous-degrees.pdf>. (SP10-13)

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.

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 6 units at CI (Undergraduates)
- Must be enrolled in no less than 3 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 Involvement on Campus During Finals & Pre-Finals Week

Accountability

The Vice President for Student Affairs

Applicability

All enrolled students at California State University Channel Islands

Definition(s)

Pre-finals week — The last week of fall and spring classes (pre-finals week begins the Sunday prior to finals week).

Text

No student club/organization may hold meetings or sponsor events during pre-finals or finals weeks.

Committees that require student attendance and participation are asked not to hold meetings during pre-finals and finals weeks in order to allow students to focus on their academic studies.

No co-curricular event or activity that requires students to plan, develop or attend may be held during pre-finals or finals weeks. This includes informal (e.g. team dinners, banquets, etc.) and formal (e.g. meetings) group gatherings.

Students may be invited to participate in events facilitated by professional staff designed to support the review and preparation for finals (e.g. de-stress related activities, study groups, etc.).

Events that do not support the review and preparation for finals should not be held during pre-finals and finals weeks.

Students may continue to perform responsibilities associated with their on-campus student assistant positions during pre-finals and finals weeks.

(SA.18.001)

Student Conduct & Health

Academic Dishonesty

1. 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.
5. Students may appeal any actions taken on charges of academic dishonesty to the "Academic Appeals Board."
6. 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. (SP02-01)

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 University-sponsored 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 on- and 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)

Animal Control

The complete policy text can be found on the CI website at <http://policy.csuci.edu/FA/30/FA.30.002.htm>.
(FA.30.002)

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 CI including temporary employees and others who perform work for the benefit of CI.

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 CI's substance abuse prevention program is education and counseling. As part of this program, CI 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. CI'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 CI 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. CI's substance abuse policy;
2. 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 CI 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 CI 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:

1. 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.
3. Copying information from another student during an examination.
4. 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.
5. 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.
6. Providing or obtaining unauthorized copies of any portion of an examination or other course work.
7. 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.
10. 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.
12. 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.
16. 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.

(SP04-38)

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**

- 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**

- 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.
- 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**

- 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").
 - 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.
- The Notice of Hearing must include:
 - The section(s) of the Student Conduct Code that the student is charged with violating.
 - A factual description of the student's conduct that forms the basis for the charge(s).
 - The proposed sanction.
 - 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.
 - 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 charged.
 - 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.
 - i. 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.
5. **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 re-admission 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

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.
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.
 - 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:
 - 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 faith.
 - 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	Custodians	
Academic (e.g., transcript, transfer work, class schedule, degree requirements, probation, petition 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 & 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 CI.

Third Parties — Non-university persons or entities.

University — Hereafter in this document a reference to CI.

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 CI, or an agent of the University, which is directly related to a student except:

1. 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.
2. 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.
3. 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.
2. 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:

1. Financial statements of the student's parents;
2. 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
3. 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
4. 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:

1. Performing a task or service specified in the official's position description or contract;
2. Performing an instructional task directly related to the student's education;
3. Performing a task related to the discipline of a student;

4. Performing as a faculty advisor, program director or dean; (this pertains exclusively to access to the student's academic records);
5. 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:

1. To officials of another school where the student seeks or intends to enroll;
2. To certain authorized government representatives;
3. In connection with the student's financial aid request or award and the information is necessary for certain purposes set forth in the regulations;
4. To organizations conducting studies for or on behalf of the University;
5. To accrediting organizations to carry out their accrediting function;
6. 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;
7. To appropriate parties in a health or safety emergency;
8. 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.
9. 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:

1. Student's name
2. University assigned e-mail address
3. Major field of study
4. Dates of attendance
5. Full-time or part-time status
6. Degrees, awards, and honors received
7. Dates degrees conferred
8. Participation in officially recognized activities and sports
9. Weight and height of members of athletic teams

For Student Employees:

10. Department where employed
11. 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.

1. The student must request an informal discussion of the questionable item with the custodian of record, who will determine whether to comply.
2. 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.
3. 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.
4. 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.
5. 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.

6. 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.
7. 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.
8. 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.
9. 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**H. 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.

1. 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.
2. 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 AVP for Arts & Sciences, the AVP for the MVS School of Business & Economics, the AVP for the School of Education, the AVP of the University Library, the AVP of Extended University, Faculty Affairs, Research & Sponsored Programs, Institutional Assessment, Academic Resources, Academic Programs and Planning, & Institutional Research.

Program Areas and Schools

Arts & Sciences

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

Business & Economics

Sage Hall, Room 2029 – (805) 437-8545

School of Education

Liberal Studies (BA)

Early Childhood Studies (BA)

Teaching Credentials

- Multiple Subject
- Single Subject
- Special Education

Administrative Credentials

- Administrative Services Preliminary

Masters in Education (MA)

- Educational Leadership
- Special Education
- Curriculum and Instruction

Bell Tower East, Room 2816 – (805) 437-8594

Academic Programs & Planning

Sage Hall, Room 2057 – (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.

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 postaward grant administration.

Advising Center

Bell Tower, Room 1595 – (805) 437-8571

<http://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.

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.

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>.

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 and

administrative 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 and Santa Barbara Counties. 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 degree-credit 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. Eighteen to twenty courses are offered during each of the eight-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, 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, for the fall session and in October for the winter and spring sessions. To enroll, call (805) 437-2748, or see the current course descriptions at <http://ext.csuci.edu/public-programs/osher/index.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 24 units taken through Open University toward a baccalaureate degree. Grades received through this program will be factored into your grade point average at CI. Units earned through Open University may not be applied toward the 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)

1. 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) or by visiting: <http://ext.csuci.edu/community-ed/open-university/index.htm>.
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

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.

Institutional Research

Sage Hall, Room 2053 – (805) 437-8979

<http://www.csuci.edu/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.

John Spoor Broome Library

(805) 437-8561

<http://www.library.csuci.edu/>

The John Spoor Broome Library supports the CI mission by building collections, offering research and reference services, and teaching information skills through active collaboration with students, faculty, and staff. Pritzker award winning architect, Lord Norman Foster, designed the Broome Library's physical space by combining an existing, Mission Revival style building with a new, open, glass skin structure that serves as metaphor by combining the newest in technologies and space with traditional library collections and services for our student-centered digital teaching library.

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 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 featuring snacks and beverages 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.

The Library also houses the University Archives which features the Robert J. Lagomarsino Collection, the University Archives, Jack O'Connell papers, Camarillo State Hospital archives, Elmer "Gene" Lore, Sr. Collection, Irene and Jorge Garcia Chicano Studies Collection, Jean M. Harris Papers, and Bottle Village materials.

Research & Sponsored Programs

(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 execution of the final contracts with the funding agencies including corporations, local, state and federal agencies.

Centers and Institutes

Center for Community Engagement

(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 center serves as a resource and support for faculty, community partners and students engaged in civic engagement and service learning. The center 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 for International Affairs 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) in collaboration with Professor Muhammad Yunus was established as part of the CSU Channel Islands' commitment to prepare students for the world they will inherit upon graduation. The CISB addresses the need for students to participate in local and 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 ills through the application, study and development of Professor Yunus' notions of Social Business.

Under the auspices of the CISB, CI launched a Minor and Certificate program in Social Business in Fall 2011.

The CISB aims to work with partners in the local, national, and global community and is working to build those partnerships. Visit the website at <http://socialbusiness.csuci.edu>.

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 & 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.

National Park Service

- Mediterranean Coast Network
- Southern California Research Learning Center
<http://www.MEDNscience.org>

CI is home to two National Park Service centers. National Parks provide unique opportunities for scientific research in areas which are preserved and protected, and can be studied as reference points for comparisons with similar, altered environments. Our purpose on campus is to collaborate with CI faculty and students to initiate collaborative research and monitoring studies, educational programs, and service learning activities in National Parks.

The Mediterranean Coast Network is part of the National Park Service's Inventory & Monitoring (I&M) Program. MEDN monitoring programs include vegetation, island foxes, reptiles and amphibians, deer mice, landbirds, seabirds, water quality, kelp forests, and rocky intertidal communities. The I&M Program collects, organizes, and makes available natural resource data and facilitates the transformation of data into information through analysis, synthesis, modeling, and presentation. The I&M Program seeks partnerships to attain common goals and objectives related to the inventory and monitoring of park resources as well as science communication. For additional information on the MEDN I&M Program, please contact Stacey Ostermann-Kelm at (805) 437-3577, stacey.ostermann-kelm@csuci.edu, or stacey_ostermann@nps.gov.

The Southern California Research Learning Center is a National Park Service center established to assist scientists and students in conducting research in national parks. The research results compiled by faculty and students then assist park managers in making science-based decisions. Research Learning Centers facilitate scientific information sharing, and provide opportunities for faculty and students to learn about national parks. They are places where science and education come together to preserve and protect areas of national significance. For additional information on the Southern California Research Learning Center, please see www.mednscience.org or contact Susan Teel at (805) 437-3576, susan.teel@csuci.edu or susan_teel@nps.gov.

Section 9



General Education Requirements

General Education

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General Education Requirements

Objectives

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 a society. Students who complete the General Education program examine the modern world and issues facing societies from multiple perspectives and translate knowledge into judgment and action in the form of civic engagement.

They will be able to:

Goal 1. Evaluate issues and integrate ideas from multiple perspectives, including cultural, national and international, and disciplinary perspectives, and identify actions consistent with their own responsibility.

Goal 2. Identify clear, logical, and creative arguments.

Goal 3. Find and critically examine information.

Goal 4. Communicate effectively using a variety of formats.

Goal 5. Understand the physical universe and its life forms, scientific methodology, and mathematical concepts, and use quantitative reasoning.

Goal 6. Cultivate intellect, imagination, sensibility and sensitivity through the study of philosophy, literature, languages, and the arts.

Goal 7. Understand social, cultural, political, and economic institutions and their historical backgrounds, as well as human behavior and the principles of social interaction.

[SP 06-06 revised]

Requirements

As a graduation requirement, all CSU Channel Islands (CI) students must complete **48** units of General Education distributed across categories A-E. **Nine** of the **48** 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 **9** units of upper division, interdisciplinary general education coursework to meet the **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	12 units
Category C:	Art, Literature, Languages and Cultures	12 units
Category D:	Social Perspectives	12 units
Category E:	Human Psychological and Physiological Perspectives	3 units

Upper Division Interdisciplinary General Education Courses

Nine of the **48** 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 **9** 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 **6** of the **9** 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
COMM	210	Interpersonal Communication	3
COMM	220	Group Communication	3
COMM	336	Multicultural Literature and Communication (ENGL)	3
COMM	345	Media Literacy and Youth Culture (EDUC)	3
COMM	346	School Communication (EDUC)	3
COMM	442	Organizational Communication	3
EDUC	345	Media Literacy and Youth Culture (COMM)	3
EDUC	346	School Communication (COMM)	3
ENGL	106	Composition and Rhetoric II	3
ENGL	107	Advanced Composition and Rhetoric	3
ENGL	336	Multicultural Literature and Communication (COMM)	3
PA	101	Introduction to the Performing Arts	3
PA	202	Integrating Dance, Music and Theatre	3

A-2 English Writing

COMM	230	Introduction to Journalism	3
ENGL	103	Stretch Composition II	3
ENGL	105	Composition and Rhetoric I	3
ENGL	106	Composition and Rhetoric II	3
ENGL	330	Interdisciplinary Writing	3

A-3 Critical Thinking

ANTH	198	Introduction to Interdisciplinary Research	3
COMM	211	Discerning Information in an Interconnected World (LIB)	3
ENGL	107	Advanced Composition and Rhetoric	3
FJS	210	Ethics for a Free World (PHIL)	3
LIB	211	Discerning Information in an Interconnected World (COMM)	3
MATH	230	Logic and Mathematical Reasoning	3
MATH	430	Research Design and Data Analysis	3
MATH	438	Philosophy of Mathematics	3
PHIL	210	Ethics for a Free World (FJS)	3
UNIV	110	Critical Thinking and the University Mission	3
UNIV	150	First Year Seminar	4
UNIV	250	Second Year Seminar	3
UNIV	298	Research Investigations	4
UNIV	349	Transfer Year Seminar	3
UNIV	398	Advanced Research Investigations	3

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 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

ART	208	The Physics of Art and Visual Perception (PHYS)	3
ASTR	105	Introduction to the Solar System (PHYS)	4
BIOL	434	Introduction to Biomedical Imaging (HLTH/PHYS)	4
BUS	341	Drug Discovery and Development (CHEM/ECON)	3
CHEM	101	Chemistry and the Environment	3
CHEM	105	Introduction to Chemistry	3
CHEM	110*	Chemistry of Life	4
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	3
CHEM	341	Drug Discovery and Development (BUS/ECON)	3
CHEM	343*	Forensic Science	3
CHEM	344	Energy and Society (PHYS)	3
COMP	345	Digital Image Processing (MATH/PHYS)	3
COMP	445	Image Analysis and Pattern Recognition (MATH/PHYS)	3
ECON	341	Drug Discovery and Development (BUS/CHEM)	3
ENGL	338	Science and Conscience (PHYS)	3
GEOL	121*	Physical Geology	4
GEOL	122	Historical Geology	3
GEOL	321*	Environmental Geology	4
HIST	330	The History of Science: NonWestern Origins and the Western Revolution (CHEM)	3
HLTH	434	Introduction to Biomedical Imaging (BIOL/PHYS)	4
MATH	345	Digital Image Processing (COMP/PHYS)	3
MATH	445	Image Analysis and Pattern Recognition (COMP/PHYS)	3
PA	436	Physics of the Performing Arts (PHYS)	3
PAMU	335	The Physics of Music (PHYS)	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	3
PHYS	105	Introduction to the Solar System (ASTR)	4
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	208	The Physics of Art and Visual Perception (ART)	3
PHYS	335	The Physics of Music (PAMU)	3
PHYS	338	Science and Conscience (ENGL)	3
PHYS	344	Energy and Society (CHEM)	3
PHYS	345	Digital Image Processing (COMP/MATH)	3
PHYS	434	Introduction to Biomedical Imaging (BIOL/HLTH)	4
PHYS	436	Physics of the Performing Arts (PA)	3
PHYS	445	Image Analysis and Pattern Recognition (COMP/MATH)	3
PHYS	448	Team Based Research	3

* Includes Lab

B-2 Life Sciences-Biology

ANTH	104	Introduction to Bioanthropology	3
ANTH	345	Human Evolution and Diversity	3
BIOL	100*	Exploring the Living World	4
BIOL	170*	Foundations of Life Science	4
BIOL	200*	Principles of Organismal and Population Biology	4
BIOL	201*	Principles of Cell and Molecular Biology	4
BIOL	212	Neurobiology and Cognitive Science (PSY)	3
BIOL	213	Sex, Germs and Diseases	3

BIOL	215*	Animal Diversity	4
BIOL	217*	Medical Microbiology	4
BIOL	331	Biotechnology in the Twenty-First Century	3
BIOL	332	Cancer and Society	3
BIOL	333	Emerging Public Health Issues	3
BIOL	334*	Natural History of Ventura County	3
BIOL	335	The Biosphere	3
BIOL	431	Bioinformatics	4
BIOL	432	Principles of Epidemiology and Environmental Health	3
BIOL	433*	Ecology and the Environment	4
ESRM	100	Introduction to Environmental Science and Resource Management	3
PSY	212	Neurobiology and Cognitive Science (BIOL)	3

* Includes Lab

B-3 Mathematics - Mathematics and Applications

BIOL	203	Quantitative Methods for Biology	3
MATH	105	Pre-Calculus	4
MATH	108	Mathematical Thinking	3
MATH	137	Strategies and Game Design	3
MATH	140	Calculus for Business Applications	3
MATH	150	Calculus I	4
MATH	201	Elementary Statistics	3
MATH	202	Biostatistics (PSY)	3
MATH	208	Modern Mathematics for Elementary Teaching I - Numbers and Problem Solving	3
MATH	230	Logic and Mathematical Reasoning	3
MATH	329	Applied Statistics for Business and Economics	3
MATH	330	Mathematics and Fine Arts	3
MATH	331	History of Mathematics	3
MATH	430	Research Design and Data Analysis	3
MATH	437	Math for Games, Simulations, and Robotics	3
MATH	438	Philosophy of Mathematics	3
MATH	448	Scientific Computing	3
POLS	303	Statistical Applications in the Social Sciences (PSY/SOC)	4
PSY	202	Biostatistics (MATH)	3
PSY	303	Statistical Applications in the Social Sciences (POLS/SOC)	4
SOC	303	Statistical Applications in the Social Sciences (POLS/PSY)	4

B-4 Computers and Information Technology

BIOL	203	Quantitative Methods for Biology	3
BIOL	431	Bioinformatics	4
CHEM	305	Computer Applications in Chemistry	1
COMM	342	Internet-based Social Networks (COMP/SOC)	3
COMP	101	Computer Literacy	3
COMP	102	Web Development	3
COMP	105	Computer Programming Introduction	3
COMP	110	Computer Literacy for Educators (LS)	3
COMP	150	ObjectOriented Programming	4
COMP	337	Survey of Computer Gaming	3
COMP	342	Internet-based Social Networks (COMM/SOC)	3
COMP	345	Digital Image Processing (MATH/PHYS)	3
COMP	437	Foundations of Computer Game Development	3
COMP	445	Image Analysis and Pattern Recognition (MATH/PHYS)	3
COMP	447	Societal Issues in Computing	3
COMP	449	Human-Computer Interaction (PSY)	3
ESRM	328	Introduction to Geographic Information Systems	3
LS	110	Computer Literacy for Educators (COMP)	3
MATH	345	Digital Image Processing (COMP/PHYS)	3
MATH	445	Image Analysis and Pattern Recognition (COMP/PHYS)	3
MATH	448	Scientific Computing	3

PHYS	345	Digital Image Processing (COMP/MATH)	3
PHYS	445	Image Analysis and Pattern Recognition (COMP/MATH)	3
PSY	449	Human-Computer Interaction (COMP)	3
SOC	342	Internet-based Social Networks (COMM/COMP)	3

Category C: Art, Literature, Languages, and Cultures - 12 units

The courses in this category enable students to develop a basic appreciation of the human imagination and understand the value of personal creativity in a complex, global society. Exposure to a diverse range of work in art, literature, languages, and cultures cultivates the student's ability to express intellectual and emotional responses and make subjective and objective evaluations. Awareness of diverse cultural contributions, in both historical and contemporary work, stresses the interrelationship between individual aesthetics and collective human sensibility. Numerous teaching methodologies involve active participation in the creative experience, leading to personal inquiries into the cultural diversity prevalent in the visual, literary, audible, kinetic, and oral traditions of human expression.

Students must take one course in each subcategory.

C-1 Art

ART	100	Understanding Fine Arts Processes	3
ART	101	What is Art ?	3
ART	102	Multicultural Children's Art	3
ART	110	Prehistoric Art to the Middle Ages	3
ART	111	Renaissance to Modern Art	3
ART	112	Art of the Eastern World	3
ART	208	The Physics of Art and Visual Perception (PHYS)	3
ART	220	The Art and Design of Rock and Roll	3
ART	231	The Beatles: Music, Fashion, and Culture (PAMU)	3
ART	330	Critical Thinking in a Visual World	3
ART	331	Art, Society, and Mass Media (COMM)	3
ART	332	Multicultural Art Movements	3
ART	334	The Business of Art (BUS)	3
ART	336	Art and Music: Dissonance, Diversity and Continuity (PAMU)	3
ART	337	Art on Film and Film as Art	3
ART	338	Psychology of Art and Artists (PSY)	3
ART	351	The Baroque Eye: Art, Culture, Money, and Power	3
ART	352	Visual Canons of the Ancient World	3
ART	353	Medieval World: Spirituality and Representation	3
ART	431	European Renaissance Literature and Art	3
ART	432	Arts of the Harlem Renaissance (ENGL/PAMU)	3
ART	433	Women in the Arts	3
ART	434	The Museum: Culture, Business and Education (BUS/EDUC)	3
ART	435	Postmodern Visual Culture	3
ART	436	Modern Art	3
ART	451	Diversity in the Visual Arts	3
BUS	334	The Business of Art (ART)	3
BUS	335	Business and the Performing Arts (PA)	3
BUS	434	The Museum: Culture, Business and Education (ART EDUC)	3
COMM	331	Art, Society, and Mass Media (ART)	3
EDUC	343	Teaching Drama to Children (PATH)	3
EDUC	434	The Museum: Culture, Business and Education (ART/BUS)	3
ENGL	432	Arts of the Harlem Renaissance (ART PAMU)	3
HIST	332	Dance in History (PADA)	3
HIST	337	Music in History (PAMU)	3
HIST	338	Theatre in History (PATH)	3
PA	101	Introduction to the Performing Arts	3

PA	202	Integrating Dance, Music and Theatre . . .	3	ENGL	432	Arts of the Harlem Renaissance (ART/PAMU)	3
PA	335	Business and the Performing Arts (BUS)	3	ENGL	433	Gay/Lesbian/Bisexual/Transgender Studies (GEND)	3
PA	350	Audience and Performance Studies . . .	3	ENGL	444	Original Practice in Renaissance.	3
PA	360	Musical Theatre	3	GEND	433	Gay/Lesbian/Bisexual/Transgender Studies (ENGL)	3
PADA	254	Modern Dance I	2	HIST	331	Narratives of the Working Class (ECON/ENGL/POLS/SOC)	3
PADA	332	Dance in History (HIST).	3	HIST	334	Narratives of Southern California (ENGL).	3
PAMU	100	Music Appreciation	3	HIST	335	American Ethnic Images in Novels, Film, and Art (ART/ENGL)	3
PAMU	200	History of Rock	3	PAMU	432	Arts of the Harlem Renaissance (ART/ENGL)	3
PAMU	231	The Beatles: Music, Fashion, and Culture (ART)	3	PATH	332	Teaching Dramatic Literature (ENGL) . . .	3
PAMU	307	University Chorus	1	PATH	333	Multicultural Drama and Theatre (ENGL) . . .	3
PAMU	308	University Orchestra	1	PATH	334	Spanish Language Drama and Theatre (SPAN)	3
PAMU	330	Jazz in America	3	PATH	341	Modern American Drama. and Theatre (ENGL)	3
PAMU	332	World Music	3	PATH	342	Modern British and European Drama and Theatre (ENGL)	3
PAMU	333	The Varieties of Musical Experience . . .	3	PATH	344	World Drama and Theatre (ENGL).	3
PAMU	335	The Physics of Music (PHYS)	3	PATH	444	Original Practice in Renaissance.	3
PAMU	336	Art and Music: Dissonance, Diversity and Continuity (ART)	3	PHYS	338	Science and Conscience (ENGL)	3
PAMU	337	Music in History (HIST)	3	POLS	331	Narratives of the Working Class (SOC/ECON/ENGL/HIST)	3
PAMU	432	Arts of the Harlem Renaissance (ART/ENGL)	3	PSY	339	Psychology and Literature (ENGL)	3
PATH	280	Acting I	3	SOC	331	Narratives of the Working Class (ECON/ENGL/HIST/POLS)	3
PATH	338	Theatre in History (HIST)	3	SPAN	334	Spanish Language Drama and Theatre (PATH)	3
PATH	343	Teaching Drama to Children (EDUC) . . .	3				
PHYS	208	The Physics of Art and Visual Perception (ART)	3				
PHYS	335	The Physics of Music (PAMU)	3				
PSY	338	Psychology of Art and Artists (ART) . . .	3				
C-2 Literature Courses							
ART	335	American Ethnic Images in Novels, Film, and Art (ENGL/HIST)	3	C-3a Language			
ART	431	European Renaissance Literature and Art . . .	3	ARAB	101	Elementary Arabic I	4
ART	432	Arts of the Harlem Renaissance (ENGL/PAMU)	3	ARAB	102	Elementary Arabic II	4
BUS	340	Business and Economics in Literature (ECON/ENGL)	3	ASL	101	American Sign Language I	3
COMM	336	Multicultural Literature and Communication (ENGL)	3	ASL	102	American Sign Language II	3
ECON	331	Narratives of the Working Class (ENGL/HIST/POLS/SOC)	3	CHIN	101	Elementary Chinese I	4
ECON	340	Business and Economics in Literature (BUS/ENGL)	3	CHIN	102	Elementary Chinese II	4
ENGL	110	Themes in Multicultural Literature for Non-Majors	3	SPAN	101	Elementary Spanish I	4
ENGL	120	American Literature I	3	SPAN	102	Elementary Spanish II	4
ENGL	150	British and European Literature I	3	SPAN	201	Intermediate Spanish I	4
ENGL	210	Themes in World Literature	3	SPAN	202	Intermediate Spanish II	4
ENGL	220	American Literature II	3	SPAN	211	Spanish for Heritage Speakers I	4
ENGL	250	British and European Literature II	3	SPAN	212	Spanish for Heritage Speakers II	4
ENGL	331	Narratives of the Working Class (ECON/HIST/POLS/SOC)	3	SPAN	301	Advanced Spanish: Part One	3
ENGL	332	Teaching Dramatic Literature (PATH) . . .	3	SPAN	302	Advanced Spanish: Part Two	3
ENGL	333	Multicultural Drama and Theatre (PATH) . . .	3	C-3b Multicultural			
ENGL	334	Narratives of Southern California (HIST) . . .	3	ANTH	102	Cultural Anthropology	3
ENGL	335	American Ethnic Images in Novels, Film, and Art (ART/HIST)	3	ANTH	323	Native Americans of California to the 1850's	3
ENGL	336	Multicultural Literature and Communication (COMM)	3	ART	101	What is Art?	3
ENGL	337	Literature of the Environment	3	ART	102	Multicultural Children's Art	3
ENGL	338	Science and Conscience (PHYS)	3	ART	112	Art of the Eastern World	3
ENGL	339	Psychology and Literature (PSY)	3	ART	332	Multicultural Art Movements	3
ENGL	340	Business and Economics in Literature (BUS/ECON)	3	ART	333	History of Southern California Chicana/o Art (CHS/HIST).	3
ENGL	341	Modern American Drama and Theatre (PATH).	3	ART	335	American Ethnic Images in Novels, Film, and Art (ENGL/HIST)	3
ENGL	342	Modern British and European Drama and Theatre (PATH)	3	ART	435	Postmodern Visual Culture	3
ENGL	344	World Drama and Theatre (PATH)	3	ART	451	Diversity in the Visual Arts	3
ENGL	349	Perspectives on Multicultural Literature . . .	3	CHS	100	Chicana/os in Contemporary Society . . .	3
ENGL	354	Studies in Cultural Literatures	3	CHS	200	Diversity in Latina/o Communities	3
				CHS	331	Transborder Perspectives in Chicana/o Studies	3
				CHS	333	History of Southern California Chicana/o Art (HIST/ART)	3
				CHS	343	Health Issues in the Latina/o Community (COMM/NRS)	3

CHS	445	Chicano Child and Adolescent (EDUC/HIST)	4	ANTH	106	Culture and Communication: Introduction to Linguistic Anthropology	3
COMM	321	Multicultural Conversations	3	ANTH	310	Civilization of an Ancient Landscape: World Archaeology	3
COMM	343	Health Issues in the Latina/o Community (CHS/NRS)	3	ANTH	323	Native Americans of California to the 1850s	3
EDUC	445	Chicano Child and Adolescent (CHS/HIST)	4	ANTH	327	Oral History and the Community	3
EDUC	512	Equity, Diversity and Foundations of Schooling	3	ANTH	332	Human Ecology (ESRM)	3
ENGL	110	Themes in Multicultural Literature for Non-Majors	3	ANTH	442	The African Diaspora (HIST)	3
ENGL	333	Multicultural Drama and Theatre (PATH)	3	ANTH	443	Medical Anthropology: Cross-Cultural Perspectives on Health and Healing	3
ENGL	335	American Ethnic Images in Novels, Film, and Art (ART/HIST)	3	ANTH	444	Values and Valuables (ECON)	3
ENGL	349	Perspectives on Multicultural Literature	3	ANTH	445	The Seacoast Through Time	3
ENGL	354	Studies in Cultural Literatures	3	ART	331	Art, Society, and Mass Media (COMM)	3
ENGL	430	Tradition and Transformation: Literature, History, and Cultural Change (HIST)	3	ART	333	History of Southern California Chicana/o Art (CHS/HIST)	3
FJS	340	Exploring Freedom and Justice	3	ART	334	The Business of Art (BUS)	3
GLST	435	Global Cities	3	ART	336	Art and Music: Dissonance, Diversity and Continuity (PAMU)	3
HIST	333	History of Southern California Chicana/o Art (ART/CHS)	3	ART	337	Art on Film and Film as Art	3
HIST	335	American Ethnic Images in Novels, Film, and Art (ART/ENGL)	3	ART	433	Women in the Arts	3
HIST	337	Music in History (PAMU)	3	ART	434	The Museum: Culture, Business and Education (BUS/EDUC)	3
HIST	338	Theatre in History (PATH)	3	BIOL	326	Scientific and Professional Ethics (MGT)	3
HIST	351	History of African Americans	3	BIOL	331	Biotechnology in the Twenty-First Century	3
HIST	430	Tradition and Transformation: Literature, History, and Cultural Change (ENGL)	3	BIOL	332	Cancer and Society	3
HIST	445	Chicano Child and Adolescent (CHS/EDUC)	4	BIOL	342	The Zoo: Conservation, Education and Recreation (BUS/ECON/EDUC)	3
NRS	342	Complementary and Alternative Health (PSY)	3	BIOL	345	Science and Public Policy (POLS)	3
NRS	343	Health Issues in the Latina/o Community (CHS/COMM)	3	BIOL	432	Principles of Epidemiology and Environmental Health	3
PAMU	330	Jazz in America	3	BUS	203	Introduction to Social Business (ECON/SOC)	3
PAMU	332	World Music	3	BUS	330	Behavioral Finance: The Psychology of Decision-Making (PSY)	3
PAMU	337	Music in History (HIST)	3	BUS	334	The Business of Art (ART)	3
PATH	333	Multicultural Drama and Theatre (ENGL)	3	BUS	336	Social Entrepreneurship (SOC)	3
PATH	334	Spanish Language Drama and Theatre (SPAN)	3	BUS	339	Business in China: Heritage and Culture (HIST)	3
PATH	338	Theatre in History (HIST)	3	BUS	340	Business and Economics in Literature (ECON/ENGL)	3
POLS	306	The Politics of Race and Ethnicity	3	BUS	341	Drug Discovery and Development (CHEM/ECON)	3
POLS	330	Political Sociology (SOC)	3	BUS	342	The Zoo: Conservation, Education and Recreation (BIOL/ECON/EDUC)	3
PSY	342	Complementary and Alternative Health (NRS)	3	BUS	344	The Library: Collections, Services and Instruction (ECON/EDUC/LIB)	3
PSY	344	Psychology and Traditional Asian Thought	3	BUS	347	The University (ECON/EDUC)	3
SOC	330	Political Sociology (POLS)	3	BUS	349	History of Business and Economics in North America (ECON/HIST)	3
SPAN	201	Intermediate Spanish I	4	BUS	434	The Museum: Culture, Business and Education (ART/EDUC)	3
SPAN	202	Intermediate Spanish II	4	BUS	435	The Music Museum (ECON/EDUC/PAMU)	3
SPAN	211	Spanish for Heritage Speakers I	4	BUS	448	Globalization and Development (ECON/SOC)	3
SPAN	212	Spanish for Heritage Speakers II	4	CHEM	341	Drug Discovery and Development (BUS/ECON)	3
SPAN	334	Spanish Language Drama and Theatre (PATH)	3	CHS	100	Chicana/os in Contemporary Society	3
UNIV	150	First Year Seminar	4	CHS	200	Diversity in Latina/o Communities	3
UNIV	392	International Experience	1-3	CHS	292	Chicana/o Studies Service Learning and Civic Engagement	3
Category D: Social Perspectives - 12 units				CHS	331	Transborder Perspectives in Chicana/o Studies	3
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.				CHS	333	History of Southern California Chicana/o Art (ART/HIST)	3
Students must select a minimum of three courses <u>12</u> units, each course in a different social science discipline.				CHS	402	Southern California Chicana/o History and Culture (HIST)	3
ANTH	102	Cultural Anthropology	3	CHS	445	Chicano Child and Adolescent (EDUC/HIST)	4
ANTH	105	Introduction to Archaeology	3				

COMM	211	Discerning Information in an Interconnected World (LIB)	3	ESRM	443	Environmental Communication (COMM)	3
COMM	331	Art, Society, and Mass Media (ART)	3	FIN	343	Capital Theory (ECON)	3
COMM	340	Conflict Management and Mediation	3	FJS	210	Ethics for a Free World (PHIL)	3
COMM	342	Internet-based Social Networks (COMP/SOC)	3	FJS	340	Exploring Freedom and Justice	3
COMM	345	Media Literacy and Youth Culture (EDUC)	3	GEND	433	Gay/Lesbian/Bisexual/Transgender Studies (ENGL)	3
COMM	441	Health Communication (NRS)	3	GEOG	105	Environmental Issues in Geography (ESRM)	3
COMM	443	Environmental Communication (ESRM)	3	GEOG	201	Culture and Historical Geography of the World	3
COMP	342	Internet-based Social Networks (COMM/SOC)	3	GLST	200	Introduction to Global Studies	3
COMP	447	Societal Issues in Computing	3	GLST	435	Global Cities	3
ECON	110	Principles of Microeconomics	3	HIST	211	World Civilizations: Origins to 1500	3
ECON	111	Principles of Macroeconomics	3	HIST	212	World Civilizations: Since 1500	3
ECON	203	Introduction to Social Business (BUS/SOC)	3	HIST	280	The Historian's Craft	3
ECON	331	Narratives of the Working Class (ENGL/HIST/POLS/SOC)	3	HIST	331	Narratives of the Working Class (ECON/ENGL/POLS/SOC)	3
ECON	333	Nonprofit Organizations (POLS)	3	HIST	333	History of Southern California	3
ECON	340	Business and Economics in Literature (BUS/ENGL)	3	HIST	334	Chicana/o Art (ART/CHS)	3
ECON	341	Drug Discovery and Development (BUS/CHEM)	3	HIST	339	Narratives of Southern California (ENGL)	3
ECON	342	The Zoo: Conservation, Education and Recreation (BIOL/BUS/EDUC)	3	HIST	340	Business in China: Heritage and Culture (BUS)	3
ECON	343	Capital Theory (FIN)	3	HIST	340	History and Psychology of Nazi Germany (PSY)	3
ECON	344	The Library: Collections, Services and Instruction (BUS/EDUC/LIB)	3	HIST	342	Environmental History (ESRM)	3
ECON	347	The University (BUS/EDUC)	3	HIST	349	History of Business and Economics in North America (BUS/ECON)	3
ECON	349	History of Business and Economics in North America (BUS/HIST)	3	HIST	360	History of Colonial Latin America	3
ECON	435	The Music Museum (BUS/EDUC/PAMU)	3	HIST	361	History of Modern Latin America	3
ECON	444	Values and Valuables (ANTH)	3	HIST	365	Themes in World History	3
ECON	448	Globalization and Development (BUS/SOC)	3	HIST	402	Southern California Chicana/o History and Culture (CHS)	3
ECS	101	Introduction to Early Childhood Education	3	HIST	412	Law and Society	3
EDUC	101	Introduction to Elementary Schooling	3	HIST	413	World Religions and Classical Philosophies	3
EDUC	320	Education in Modern Society	3	HIST	430	Tradition and Transformation: Literature, History, and Cultural Change (ENGL)	3
EDUC	330	Introduction to Secondary Schooling	3	HIST	436	Psychology and History of East Asian Warrior Cultures (PSY)	3
EDUC	342	The Zoo: Conservation, Education and Recreation (BIOL/BUS/ECON)	3	HIST	442	The African Diaspora (ANTH)	3
EDUC	344	The Library: Collections, Services and Instruction (BUS/ECON/LIB)	3	HIST	445	Chicano Child and Adolescent (CHS/EDUC)	4
EDUC	345	Media Literacy and Youth Culture (COMM)	3	HIST	451	History of Africa Since 1800	3
EDUC	347	The University (BUS/ECON)	3	HIST	452	History of Southern Africa Since 1600	3
EDUC	431	Education Policy and Politics (POLS)	3	LIB	211	Discerning Information in an Interconnected World (COMM)	3
EDUC	434	The Museum: Culture, Business and Education (ART/BUS)	3	LIB	344	The Library: Collections, Services and Instruction (BUS/ECON/EDUC)	3
EDUC	435	The Music Museum (BUS/ECON/PAMU)	3	MATH	331	History of Mathematics	3
EDUC	445	Chicano Child and Adolescent (CHS/HIST)	4	MGT	326	Scientific and Professional Ethics (BIOL)	3
ENGL	331	Narratives of the Working Class (ECON/HIST/POLS/SOC)	3	NRS	348	Healthy Aging (PSY/SOC)	3
ENGL	334	Narratives of Southern California (HIST)	3	NRS	441	Health Communication (COMM)	3
ENGL	337	Literature of the Environment	3	PAMU	336	Art and Music: Dissonance, Diversity and Continuity (ART)	3
ENGL	339	Psychology and Literature (PSY)	3	PAMU	435	The Music Museum (BUS/ECON/EDUC)	3
ENGL	340	Business and Economics in Literature (BUS/ECON)	3	PHIL	210	Ethics for a Free World (FJS)	3
ENGL	430	Tradition and Transformation: Literature, History, and Cultural Change (HIST)	3	POLS	102	Comparative Government	3
ENGL	433	Gay/Lesbian/Bisexual/Transgender Studies (GEND)	3	POLS	103	Introduction to International Politics	3
ESRM	100	Introduction to Environmental Science and Resource Management	3	POLS	328	United States Foreign Policy	3
ESRM	105	Environmental Issues in Geography (GEOG)	3	POLS	330	Political Sociology (SOC)	3
ESRM	332	Human Ecology (ANTH)	3	POLS	331	Narratives of the Working Class (ECON/ENGL/HIST/SOC)	3
ESRM	340	Politics and the Environment (POLS)	3	POLS	333	Nonprofit Organizations (ECON)	3
ESRM	341	The National Park (POLS)	3	POLS	334	Peace Studies	3
ESRM	342	Environmental History (HIST)	3	POLS	335	Politics and Film	3
ESRM	440	Population Studies (SOC)	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	430	Political Communication	3
				PSY	431	Education Policy and Politics (EDUC)	3
				PSY	100	Introduction to Psychology	3
				PSY	213	Developmental Psychology	3

PSY	330	Behavioral Finance: The Psychology of Decision-Making (BUS)	3
PSY	333	Measurement and Testing of Groups and Individuals	3
PSY	337	Psychological Ethics and Moral Philosophy	3
PSY	339	Psychology and Literature (ENGL)	3
PSY	340	History and Psychology of Nazi Germany (HIST)	3
PSY	345	Individuals with Disabilities in Society (SPED)	3
PSY	348	Healthy Aging (NRS/SOC)	3
PSY	432	Seminar in Leadership	3
PSY	436	Psychology and History of East Asian Warrior Cultures (HIST)	3
PSY	445	Adolescent Development	3
SOC	100	Introduction to Sociology	3
SOC	201	Social Problems	3
SOC	203	Introduction to Social Business (BUS/ECON)	3
SOC	330	Political Sociology (POL)	3
SOC	331	Narratives of the Working Class (ECON/ENGL/HIST/POL)	3
SOC	336	Social Entrepreneurship (BUS)	3
SOC	342	Internet-based Social Networks (COMM/COMP)	3
SOC	348	Healthy Aging (NRS/PSY)	3
SOC	440	Population Studies (ESRM)	3
SOC	448	Globalization and Development (BUS/ECON)	3
SPED	345	Individuals with Disabilities in Society (PSY)	3
UNIV	250	Second Year Seminar	3

Category E: Human Psychological and Physiological Perspectives - 3 units

The courses in this category enhance students' awareness and understanding of themselves as both psychological and physiological beings. These courses promote this awareness by focusing on issues such as human development, human sexuality, human behavior and psychology, health, nutrition, physical activity, and death and dying. The perspective is that humans, as psychological and physiological beings, must relate to others in a physical and social environment.

Students must complete at least one course to satisfy Category E. Courses that are primarily physical activity courses may satisfy no more than 1 unit of the 3 unit requirement.

ART	338	Psychology of Art and Artists (PSY)	3
BIOL	212	Neurobiology and Cognitive Science (PSY)	3
BIOL	213	Sex, Germs and Diseases	3
BIOL	333	Emerging Public Health Issues	3
BIOL	434	Introduction to Biomedical Imaging (HLTH/PHYS)	4
BUS	330	Behavioral Finance: The Psychology of Decision-Making (PSY)	3
COMP	449	Human-Computer Interaction (PSY)	3
HIST	340	History and Psychology of Nazi Germany (PSY)	3
HIST	436	Psychology and History of East Asian Warrior Cultures (PSY)	3
HLTH	322	Health Issues in Education	2
HLTH	434	Introduction to Biomedical Imaging (BIOL/PHYS)	4
NRS	342	Complementary and Alternative Health (PSY)	3
NRS	348	Healthy Aging (PSY/SOC)	3
PADA	151	Conditioning for Dancers	2
PADA	253	Jazz Dance I	2
PADA	254	Modern Dance I	2
PHED	102	Seminar in Traditional Martial Arts: Tai Ji	1
PHED	105	Zen of Surfing	1
PHED	208	Introduction to Kinesiology	3
PHED	302	Motor Learning, Fitness and Development in Children	2

PHYS	434	Introduction to Biomedical Imaging (BIOL/HLTH)	4
PSY	100	Introduction to Psychology	3
PSY	210	Learning, Cognition and Development	3
PSY	212	Neurobiology and Cognitive Science (BIOL)	3
PSY	213	Developmental Psychology	3
PSY	220	Human Sexual Behavior	3
PSY	330	Behavioral Finance: The Psychology of Decision-Making (BIOL)	3
PSY	338	Psychology of Art and Artists (ART)	3
PSY	340	History and Psychology of Nazi Germany (HIST)	3
PSY	342	Complementary and Alternative Health (NRS)	3
PSY	344	Psychology and Traditional Asian Thought	3
PSY	345	Individuals with Disabilities in Society (SPED)	3
PSY	346	Human Motivation	3
PSY	348	Healthy Aging (NRS/SOC)	3
PSY	432	Seminar in Leadership	3
PSY	436	Psychology and History of East Asian Warrior Cultures (HIST)	3
PSY	445	Adolescent Development	3
PSY	449	Human-Computer Interaction (COMP)	3
SOC	348	Healthy Aging (NRS/PSY)	3
SPED	345	Individuals with Disabilities in Society (PSY)	3
UNIV	250	Second Year Seminar	3
UNIV	349	Transfer Year Seminar	3

Upper Division Interdisciplinary General Education Courses

Courses in the following list meet the upper division general education requirement and may also be counted toward the designated General Education category. If a course is designated in more than one GE category the student must choose which GE category the course is fulfilling. These courses fall between the numbers of 330-349 and 430-449.

ANTH	332	Human Ecology (ESRM)	3
ANTH	345	Human Evolution and Diversity	3
ANTH	442	The African Diaspora (HIST)	3
ANTH	443	Medical Anthropology: Cross-Cultural Perspectives on Health and Healing	3
ANTH	444	Values and Valuables (ECON)	3
ANTH	445	The Seacoast Through Time	3
ART	330	Critical Thinking in a Visual World	3
ART	331	Art, Society, and Mass Media (COMM)	3
ART	332	Multicultural Art Movements	3
ART	333	History of Southern California Chicana/o Art (CHS/HIST)	3
ART	334	The Business of Art (BUS)	3
ART	335	American Ethnic Images in Novels, Film, and Art (ENGL/HIST)	3
ART	336	Art and Music: Dissonance, Diversity and Continuity (PAMU)	3
ART	337	Art on Film and Film as Art	3
ART	338	Psychology of Art and Artists (PSY)	3
ART	431	European Renaissance Literature and Art	3
ART	432	Arts of the Harlem Renaissance (ENGL/PAMU)	3
ART	433	Women in the Arts	3
ART	434	The Museum: Culture, Business and Education (BUS/EDUC)	3
ART	435	Postmodern Visual Culture	3
ART	436	Modern Art	3
BIOL	331	Biotechnology in the Twenty-First Century	3
BIOL	332	Cancer and Society	3
BIOL	333	Emerging Public Health Issues	3
BIOL	334	Natural History of Ventura County	3
BIOL	335	The Biosphere	3

BIOL	342	The Zoo: Conservation, Education and Recreation (BUS/ECON/EDUC)	3	COMP	447	Societal Issues in Computing	3
BIOL	345	Science and Public Policy (POLS)	3	COMP	449	Human-Computer Interaction (PSY)	3
BIOL	431	Bioinformatics	4	ECON	331	Narratives of the Working Class (ENGL/HIST/POLS/SOC)	3
BIOL	432	Principles of Epidemiology and Environmental Health	3	ECON	343	Capital Theory (FIN)	3
BIOL	433	Ecology and the Environment	4	ECON	333	Nonprofit Organizations (POLS)	3
BIOL	434	Introduction to Biomedical Imaging (HLTH/PHYS)	4	ECON	340	Business and Economics in Literature (BUS/ENGL)	3
BUS	330	Behavioral Finance: The Psychology of Decision-Making (PSY)	3	ECON	341	Drug Discovery and Development (BUS/CHEM)	3
BUS	334	The Business of Art (ART)	3	ECON	342	The Zoo: Conservation, Education and Recreation (BIOL/BUS/EDUC)	3
BUS	335	Business and the Performing Arts (PA)	3	ECON	344	The Library: Collections, Services and Instruction (BUS/EDUC/LIB)	3
BUS	336	Social Entrepreneurship (SOC)	3	ECON	347	The University (BUS/EDUC)	3
BUS	339	Business in China: Heritage and Culture (HIST)	3	ECON	349	History of Business and Economics in North America (BUS/HIST)	3
BUS	340	Business and Economics in Literature (ECON/ENGL)	3	ECON	435	The Music Museum (BUS/EDUC/PAMU)	3
BUS	341	Drug Discovery and Development (CHEM/ECON)	3	ECON	444	Values and Valuables (ANTH)	3
BUS	342	The Zoo: Conservation, Education and Recreation (BIOL/ECON/EDUC)	3	ECON	448	Globalization and Development (BUS/SOC)	3
BUS	344	The Library: Collections, Services and Instruction (ECON/EDUC/LIB)	3	EDUC	330	Introduction to Secondary Schooling	3
BUS	347	The University (ECON/EDUC)	3	EDUC	342	The Zoo: Conservation, Education and Recreation (BIOL/BUS/ECON)	3
BUS	349	History of Business and Economics in North America (ECON/HIST)	3	EDUC	343	Teaching Drama to Children (PATH)	3
BUS	434	The Museum: Culture, Business and Education (ART/EDUC)	3	EDUC	344	The Library: Collections, Services and Instruction (BUS/ECON/LIB)	3
BUS	435	The Music Museum (ECON/EDUC/PAMU)	3	EDUC	345	Media Literacy and Youth Culture (COMM)	3
BUS	448	Globalization and Development (ECON/SOC)	3	EDUC	346	School Communication (COMM)	3
CHEM	330	The History of Science: NonWestern Origins and the Western Revolution (HIST)	3	EDUC	347	The University (BUS/ECON)	3
CHEM	335	The Chemistry of the Kitchen	3	EDUC	431	Education Policy and Politics (POLS)	3
CHEM	341	Drug Discovery and Development (BUS/ECON)	3	EDUC	434	The Museum: Culture, Business and Education (ART/BUS)	3
CHEM	343	Forensic Science	3	EDUC	435	The Music Museum (BUS/ECON/PAMU)	3
CHEM	344	Energy and Society (PHYS)	3	EDUC	445	Chicano Child and Adolescent (CHS/HIST)	4
CHS	331	Transborder Perspectives in Chicana/o Studies	3	ENGL	330	Interdisciplinary Writing	3
CHS	333	History of Southern California Chicana/o Art (ART/HIST)	3	ENGL	331	Narratives of the Working Class (ECON/HIST/POLS/SOC)	3
CHS	343	Health Issues in the Latina/o Community (COMM/NRS)	3	ENGL	332	Teaching Dramatic Literature (PATH)	3
CHS	445	Chicano Child and Adolescent (EDUC/HIST)	4	ENGL	333	Multicultural Drama and Theatre (PATH)	3
COMM	331	Art, Society, and Mass Media (ART)	3	ENGL	334	Narratives of Southern California (HIST)	3
COMM	336	Multicultural Literature and Communication (ENGL)	3	ENGL	335	American Ethnic Images in Novels, Film and Art (ART/HIST)	3
COMM	340	Conflict Management and Mediation	3	ENGL	336	Multicultural Literature and Communication (COMM)	3
COMM	342	Internet-based Social Networks (COMM/SOC)	3	ENGL	337	Literature of the Environment	3
COMM	343	Health Issues in the Latina/o Community (CHS/NRS)	3	ENGL	338	Science and Conscience (PHYS)	3
COMM	345	Media Literacy and Youth Culture (EDUC)	3	ENGL	339	Psychology and Literature (PSY)	3
COMM	346	School Communication (EDUC)	3	ENGL	340	Business and Economics in Literature (BUS/ECON)	3
COMM	441	Health Communication (NRS)	3	ENGL	341	Modern American Drama and Theatre (PATH)	3
COMM	442	Organizational Communication	3	ENGL	342	Modern British and European Drama and Literature (PATH)	3
COMM	443	Environmental Communication (ESRM)	3	ENGL	344	World Drama and Theatre (PATH)	3
COMP	337	Survey of Computer Gaming	3	ENGL	349	Perspectives on Multicultural Literature	3
COMP	342	Internet-based Social Networks (COMM/SOC)	3	ENGL	430	Tradition and Transformation: Literature, History, and Cultural Change (HIST)	3
COMP	345	Digital Image Processing (MATH/PHYS)	3	ENGL	432	Arts of the Harlem Renaissance (ART/PAMU)	3
COMP	437	Foundations of Computer Game Development	3	ENGL	433	Gay/Lesbian/Bisexual/Transgender Studies (GEND)	3
COMP	445	Image Analysis and Pattern Recognition (MATH/PHYS)	3	ENGL	444	Original Practice in Renaissance Drama (PATH)	3
				ESRM	332	Human Ecology (ANTH)	3
				ESRM	340	Politics and the Environment (POLS)	3
				ESRM	341	The National Park (POLS)	3
				ESRM	342	Environmental History (HIST)	3
				ESRM	440	Population Studies (SOC)	3
				ESRM	443	Environmental Communication (COMM)	3

FIN	343	Capital Theory (ECON)	3	PATH	338	Theatre in History (HIST)	3
FJS	340	Exploring Freedom and Justice	3	PATH	341	Modern American Drama and Theatre (ENGL)	3
GEND	433	Gay/Lesbian/Bisexual/Transgender Studies (ENGL)	3	PATH	342	Modern British and European Drama and Literature (ENGL)	3
GLST	435	Global Cities	3	PATH	343	Teaching Drama to Children (EDUC)	3
HIST	330	The History of Science: NonWestern Origins and the Western Revolution (CHEM)	3	PATH	344	World Drama and Theatre (ENGL)	3
HIST	331	Narratives of the Working Class (ECON/ENGL/POLS/SOC)	3	PATH	444	Original Practice in Renaissance Drama (ENGL)	3
HIST	332	Dance in History (PADA)	3	PATH	335	The Physics of Music (PAMU)	3
HIST	333	History of Southern California Chicana/o Art (ART/CHS)	3	PHYS	338	Science and Conscience (ENGL)	3
HIST	334	Narratives of Southern California (ENGL)	3	PHYS	344	Energy and Society (CHEM)	3
HIST	335	American Ethnic Images in Novels Film, and Art (ART/ENGL)	3	PHYS	345	Digital Image Processing (COMP/MATH)	3
HIST	337	Music in History (PAMU)	3	PHYS	434	Introduction to Biomedical Imaging (BIOL/HLTH)	4
HIST	338	Theatre in History (PATH)	3	PHYS	436	Physics of Performing Arts (PA)	3
HIST	339	Business in China: Heritage and Culture (BUS)	3	PHYS	445	Image Analysis and Pattern Recognition (COMP/MATH)	3
HIST	340	History and Psychology of Nazi Germany (PSY)	3	PHYS	448	Team Based Research	3
HIST	342	Environmental History (ESRM)	3	POLS	330	Political Sociology (SOC)	3
HIST	349	History of Business and Economics in North America (BUS/ECON)	3	POLS	331	Narratives of the Working Class (ECON/ENGL/HIST/SOC)	3
HIST	430	Tradition and Transformation: Literature, History, and Cultural Change (ENGL)	3	POLS	333	Nonprofit Organizations (ECON)	3
HIST	436	Psychology and History of East Asian Warrior Cultures (PSY)	3	POLS	334	Peace Studies	3
HIST	442	The African Diaspora (ANTH)	3	POLS	335	Politics and Film	3
HIST	445	Chicano Child and Adolescent (CHS/EDUC)	4	POLS	340	Politics and the Environment (ESRM)	3
HLTH	434	Introduction to Biomedical Imaging (BIOL/PHYS)	4	POLS	341	The National Park (ESRM)	3
LIB	344	The Library: Collections, Services and Instruction (BUS/ECON/EDUC)	3	POLS	345	Science and Public Policy (BIOL)	3
MATH	330	Mathematics and Fine Arts	3	POLS	430	Political Communication	3
MATH	331	History of Mathematics	3	POLS	431	Education Policy and Politics (EDUC)	3
MATH	345	Digital Image Processing (COMP/PHYS)	3	PSY	330	Behavioral Finance: The Psychology of Decision-Making (BUS)	3
MATH	430	Research Design and Data Analysis	3	PSY	333	Measurement and Testing of Groups and Individuals	3
MATH	437	Math for Games, Simulations, and Robotics	3	PSY	337	Psychological Ethics and Moral Philosophy	3
MATH	438	Philosophy of Mathematics	3	PSY	338	Psychology of Art and Artists (ART)	3
MATH	445	Image Analysis and Pattern Recognition (COMP/PHYS)	3	PSY	339	Psychology and Literature (ENGL)	3
MATH	448	Scientific Computing	3	PSY	340	History and Psychology of Nazi Germany (HIST)	3
NRS	342	Complementary and Alternative Health (PSY)	3	PSY	342	Complementary and Alternative Health (NRS)	3
NRS	343	Health Issues in the Latina/o Community (CHS/COMM)	3	PSY	344	Psychology and Traditional Asian Thought	3
NRS	348	Healthy Aging (PSY/SOC)	3	PSY	345	Individuals with Disabilities in Society (SPED)	3
NRS	441	Health Communication (COMM)	3	PSY	346	Human Motivation	3
PA	335	Business and the Performing Arts (BUS)	3	PSY	348	Healthy Aging (NRS/SOC)	3
PA	436	Physics of Performing Arts (PHYS)	3	PSY	432	Seminar in Leadership	3
PADA	332	Dance in History (HIST)	3	PSY	436	Psychology and History of East Asian Warrior Cultures (HIST)	3
PAMU	330	Jazz in America	3	PSY	445	Adolescent Development	3
PAMU	332	World Music	3	PSY	449	Human-Computer Interaction (COMP)	3
PAMU	333	The Varieties of Musical Experience	3	SOC	330	Political Sociology (POLS)	3
PAMU	335	The Physics of Music (PHYS)	3	SOC	331	Narratives of the Working Class (ECON/ENGL/HIST/POLS)	3
PAMU	336	Art and Music: Dissonance, Diversity and Continuity (ART)	3	SOC	336	Social Entrepreneurship (BUS)	3
PAMU	337	Music in History (HIST)	3	SOC	342	Internet-based Social Networks (COMM/COMP)	3
PAMU	432	Arts of the Harlem Renaissance (ART/ENGL)	3	SOC	348	Healthy Aging (NRS/PSY)	3
PAMU	435	The Music Museum (BUS/ECON/EDUC)	3	SOC	440	Population Studies (ESRM)	3
PATH	332	Teaching Dramatic Literature (ENGL)	3	SOC	448	Globalization and Development (BUS/ECON)	3
PATH	333	Multicultural Drama and Theatre (ENGL)	3	SPAN	334	Spanish Language Drama and Theatre (PATH)	3
PATH	334	Spanish Language Drama and Theatre (SPAN)	3	SPED	345	Individuals with Disabilities in Society (PSY)	3
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Section 10



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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 120-133 units are required, depending on the major selected. No more than 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 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 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 30 of the total units must be taken at CI excluding Open University and Extension units. At least 24 of these 30 units must be upper division coursework, and 12 of the 30 units must be in the major. At least 9 units of upper division interdisciplinary General Education courses (numbered in the 330-349 or 430-449 ranges) of the required 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. CI 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 6 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 have AP credit for American Government or have taken American Government without coverage of California government may take the following:

POLS	140	California Government1
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2. Choose from one of the following:

HIST	270	The United States to 18773
HIST	271	The United States since 18773
HIST	272	Constitutional History of the U.S. . . . .	.3
HIST	275	The United States to 1900 . . . . .	.3
HIST	350	Chicana/o History and Culture . . . . .	.3

*Recent changes to section 40404: The Chancellor may grant exceptions to these requirements for some California Community College transfer students. Please see Records and Registration for more details.

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.
2. 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 2 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. Commencement participation does not constitute proof of the successful completion of degree requirements. The application for degree is available on the Records & Registration Web page 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 final degree review, the diploma, and participation in the annual commencement ceremony.)* Student Business Services sends the *Application for Degree and Diploma*, and certification of payment to Graduation Evaluations in the Records & Registration office.
- The CI Academic Requirements Report (CARR) will display your Graduation Status:
 - Applied for Graduation indicates that your *Application for Degree and Diploma* has been received
- 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.csuci.edu/records-registration/GradFAQ.htm>.

CI Academic Requirements Report

The CI Academic Requirements Report (CARR) – formally referred to as Degree Progress Report – contains customized degree progress information, which can assist you in planning your course of study. The CARR 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, military 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 CI Academic Requirements Report (CARR) documents are available. These documents will guide you through the steps to access your report, as well as allow you to request updates to your CARR. For more information about the CI Academic Requirements Report visit: <http://www.csuci.edu/records-registration/carr.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 CI, a student must:

1. Complete a minimum **30** 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 CI.
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.



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General Information

CSU Channel Islands (CI) offers seven masters degrees. Except for the MA in Education degree, 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, Room 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
 - Special Education Specialization
 - Curriculum and Instruction Specialization
- Master of Science in Mathematics

Fees and Tuition

Fees

CI Graduate Application Fee: \$55

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.

Program Descriptions

Master of Science Degree in Biotechnology & Bioinformatics
The Master of Science in Biotechnology & 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 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.

http://biology.csuci.edu/bio_mos.htm

Master of Science Degree in Biotechnology & Master of Business Administration (Dual Degree)

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 (MBA)

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://compsci.csuci.edu/degrees/mscs.htm>

Master of Arts in Education

The Master of Arts in Education provides advance preparation for educational professionals. Three specializations are offered at CI: Educational Leadership, Special Education, and Curriculum and Instruction.

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 Preliminary Administrative Services Credential. Candidates already possessing a Master's degree who successfully complete the required **30** 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>

Curriculum and Instruction Specialization

The Master of Arts in Education provides advance preparation for educational professionals and leaders. The specialization in Curriculum and Instruction (C&I) is intended for educators who are seeking to enhance their knowledge and skills in curriculum, teaching and learning, educational research and assessment towards promoting student learning.

<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 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 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/>

Graduate and Post-Baccalaureate Application Procedures

All graduate and postbaccalaureate applicants (e.g., Ed.D., joint Ph.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 postbaccalaureate 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 at www.csumentor.edu.

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
- **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.

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 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 & 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.
5. Minimum GPA requirement, Applicants must have a qualifiable minimum grade point average of 2.75.

Martin V. Smith School of Business & Economics

Master of Business Administration (MBA)

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 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 an undergraduate degree in Computer Science. 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. Candidates with undergraduate degrees from other disciplines will be considered on a case-by-case basis and may be provisionally accepted. The conditions will usually include a selection of foundation Computer Science and Math courses as determined by the admission committee. The current guidelines and admission procedures are described in detail on the program web pages at <http://compsci.csuci.edu>.

School of Education

Master of Arts in Education: Educational Leadership Specialization

Master of Arts in Education and Preliminary Administrative Services Credential

Admission Requirements

1. **Application** — Apply to both the University Admissions office and the School of Education.
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 School of Education.
5. **Experience** — Documentation of at least three years of full-time successful teaching experience (substitute or parttime 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.

Master of Arts in Education: Special Education

Admission Requirements

1. **Application** — Apply to both the University Admissions office and the School of Education.
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.

Master of Arts in Education: Curriculum and Instruction

Admissions Requirements

1. **Application** — Apply to both the University Admissions office and the School of Education.
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. Must have a BA or BS degree. Cumulative grade point average of 3.0 in the last 60 units is required to be accepted into the Master of Education Curriculum and Instruction Specialization.
3. **Experience** — Documentation of at least one year of successful teaching experience.
4. **Two Letters of Recommendation** — Two letters of recommendation from professionals who are knowledgeable of the candidate's professional work, one of whom is the candidate's current school administrator or employer.
5. **Interview** — Interview with School of Education Admissions Committee.
6. **Writing Sample** — A written statement of purpose (500-600 word essay) describing why the candidate desires to pursue a Master of Education in Curriculum and Instruction. This essay will include reflection on teacher preparation experiences thus far, personal professional goals, and ways in which the candidate's knowledge and skills will be developed to achieve these goals."

Mathematics

Master of Science in Mathematics

1. **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.

3. **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 basis.
5. **GRE** — (general and mathematics) scores are recommended, but not required.

Graduate Policies

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.

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 60 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.

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. "ABCD" 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 "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:

1. 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 credit.

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 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.
(SP05-22)

Number of Units Granted for a Thesis or Project

No more than 6 units of course credit may be offered for a thesis or project to fulfill the requirements of a graduate degree.
(SP05-25)

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 12 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 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 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 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.
2. 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.
 - c. 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 prior 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 prior 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 CI and/or CCTC

- b. A minimum of **30** semester units of approved graduate work. (SP05-28)
 - c. Completion of graduate work in no more than 7 years. (SP05-23)
 - d. At least **21** 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)
 - f. No more than **6** 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.
 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.*

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 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.

1. 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 **10** units pending toward their degree. (SP02-05). 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.



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Programs Offered

- Bachelor of Arts in Anthropology
- Minor in Anthropology

Program Description

Anthropology is the study of humankind. The discipline examines the interplay of cultural, social, economic, political, natural and environmental factors in the development of humans and human communities. One of the strengths of anthropology as a discipline is its "holistic" or integrative approach; it links the life sciences, social sciences and the humanities and has strong ties with a multitude of disciplines ranging from biology to the fine arts.

Students of anthropology learn about human societies and cultures throughout the world, including when they developed and how they change. This broad perspective is applied to understanding ourselves and comparing ourselves with others. By using the knowledge and perspectives gained from many cultures, anthropology is in a position to offer great insight into understanding present human societies and offering solutions for the future. Anthropology is a key discipline contributing to multiculturalism, environmental studies, and globalization.

Students of anthropology learn a variety of skills focused on collecting and organizing data on human behavior, formulating theoretical and practical questions regarding human life, and interpreting data using well thought out procedures. This training in critical thinking and observation can be applied to any endeavor that deals with humans, as well as culture and society.

Careers

A Bachelor's degree in Anthropology prepares student for work in a variety of settings, as well as graduate study. Potential employment and professions that an undergraduate degree in Anthropology would aid include, but are not limited to, law, medicine, education, business, community development, social services, and human resources. Graduate study can also lead to careers within the academy, museums, as well as applied work in public, private, and non-profit sectors.

Program Learning Outcomes

Students who successfully complete the requirements for the major in Anthropology shall be able to demonstrate critical thinking using the holistic and integrated anthropological approach and will be able to:

1. Summarize the major theories, concepts, terminologies, and approaches to anthropology;
2. Explain the role of evolution by natural selection and adaptation to the natural environment in the development of humans
3. Demonstrate a knowledge of human diversity and cultural interactions and a commitment to honoring that diversity;
4. Assess how the anthropological perspective can be applied in a variety of contemporary settings.
5. Apply the concepts of ethnocentrism and cultural relativism to modern problems;
6. Describe and discuss in an informed manner the ethical issues specific to anthropology;

7. Demonstrate knowledge within the several sub-fields of anthropology, emphasizing cultural anthropology, archaeology, and biological anthropology, having had elective opportunities to pursue specific interests; and
8. Apply techniques and methods used in collecting and analyzing anthropological information.

Faculty

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Contact Information

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Bachelor of Arts Degree in Anthropology - (120 units)

Required for the Major	42-43
Free electives in any discipline	23-24
General Education	48
American Institutions Requirement	6
TOTAL	120 units

Note: All courses for the major must be taken for a letter grade. Students must maintain a GPA of 2.0 to remain in the program

Lower Division Requirements - 12 units

ANTH 102	Cultural Anthropology	3
ANTH 104	Introduction to Bioanthropology	3
ANTH 105	Introduction to Archaeology	3
ANTH 106	Culture & Communication: Introduction to Linguistic Anthropology	3

Upper Division Requirements - 30-31 units

Upper Division Required Courses - 15-16 units

1. Choose two of the following three courses - 6-7 units

ANTH 375	Qualitative Research Methods in Anthropology	3
ANTH 377	Archaeological Method and Theory	3
SOC 303	Statistical Applications in the Social Sciences (POLS/PSY).	4

Applied Physics

2. All students complete the following - 9 units

ANTH 352	Applied Anthropology	3
ANTH 470	The Development of Anthropological Perspectives	3
ANTH 499	Capstone Project	3

Upper Division Anthropology Electives

15 units

ANTH 310	Civilizations of an Ancient Landscape: World Archaeology	3
ANTH 323	Native Americans of California to the 1850s	3
ANTH 327	Oral History and the Community	3
ANTH 332	Human Ecology (ESRM)	3
ANTH 345	Human Evolution and Diversity	3
ANTH 442	The African Diaspora (HIST).	3
ANTH 443	Medical Anthropology: Cross-Cultural Perspectives on Health and Healing	3
ANTH 444	Values and Valuables (ECON).	3
ANTH 445	The Seacoast through Time	3
ANTH 490	Seminar in Anthropology	3
ANTH 492	Service Learning/Internship	1-3
ANTH 494	Independent Study	1-3

Minor in Anthropology - (24 units)

Lower Division Requirements - 9 units

ANTH 102	Cultural Anthropology	3
ANTH 104	Introduction to Bioanthropology	3
ANTH 105	Introduction to Archaeology	3

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.

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

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Bachelor of Science Degree in Applied Physics with an Emphasis in Technology (120 units)

Lower Division Requirements - 31-32 units

MATH	150*	Calculus I	4
MATH	151	Calculus II	4
MATH	230*	Logic and Mathematical Reasoning . . .	3
MATH	240	Linear Algebra	3
MATH	250	Calculus III	3
PHYS	106*	Applied Physics and Modern Society . .	3
PHYS	200*	General Physics I	4
PHYS	201*	General Physics II	4

and

Select either:

COMP	105*	Computer Programming Introduction . .	3
or			
COMP	150*	Object-Oriented Programming	4

Upper Division Requirements - 37 units

MATH	350	Differential Equations and Dynamical Systems	3
PHYS	301	Classical Physics	3
PHYS	304	Electromagnetism	4
PHYS	305	Thermal and Statistical Physics.	3
PHYS	306	Modern Physics	3
PHYS	310	Electronics	4
PHYS	338*	Science and Conscience (ENGL)	3
PHYS	345*	Digital Image Processing (COMP/ MATH)	3
PHYS	434*	Introduction to Biomedical Imaging (BIOL/HLTH)	4
PHYS	448	Team-Based Research	3
PHYS	499	Senior Colloquium	1

and

Select 3 units from the following (any combination):

PHYS	492	Internship	3
PHYS	494	Independent Research	1-3
PHYS	497	Directed Studies	1-3

Electives in the Major - 9-10 units

Select 9-10 units from the following:

MATH	352	Probability and Statistics	3
MATH	448	Scientific Computing	3
MATH	450	Partial Differential Equations and Mathematical Physics	3
MATH	451	Complex Analysis	3
PHYS	335*	Physics of Music (PAMU)	3
PHYS	406	Solid State Physics	3
PHYS	445*	Image Analysis and Pattern Recognition (COMP/MATH)	3
PHYS	464	Medical Instrumentation (BIOL)	4
PHYS	490	Topics in Physics	3
PHYS	492	Internship	3
<i>(if not taken as a required course)</i>			
PHYS	494†	Independent Research	1-3
PHYS	497†	Directed Studies	1-3
PHYS	401‡	Quantum Mechanics	3

† Cannot exceed a total of 3 units, when added to units taken within the upper division requirements

Required Supporting and Other GE Courses**42 units**

American Institutions Requirement	6
Other Courses in GE Categories A-E	27
Electives in Any Discipline	9

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	3
MATH	150*	Calculus I	4
MATH	151	Calculus II	4
MATH	250	Calculus III	3
PHYS	106*	Applied Physics and Modern Society	3
PHYS	200*	General Physics I	4
PHYS	201*	General Physics II	4

and*Select either:*

PHYS	208*	Physics of Art and Visual Perception (ART)	3
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or

PHSC	170*	Foundations in Physical Science	4
<i>(Required for teachers)</i>			

and*Select either:*

BIOL	100*	Exploring the Living World	4
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or

BIOL	170*	Foundations of Life Science	4
<i>(Required for teachers)</i>			

and*Select either:*

COMP	102*	Web Development	3
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or

COMP	105*	Computer Programming Introduction	3
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Upper Division Requirements - 27 units

MGT	325	Entrepreneurial Management	3
PHYS	304	Electromagnetism	4
PHYS	306	Modern Physics	3
PHYS	338*	Science and Conscience (ENGL)	3
PHYS	344*	Energy and Society (CHEM)	3
PHYS	434*	Introduction to Biomedical Imaging	
<i>(BIOL/HLTH)</i>			4
PHYS	448	Team-Based Research	3
PHYS	499	Senior Colloquium	1

and*Select 3 units taken from the following (any combination)*

PHYS	492	Internship	3
<i>(Required for teachers)</i>			
PHYS	494	Independent Research	1-3
PHYS	497	Directed Studies	1-3

Electives in the Major - 15-16 units*Chosen with advisor's approval*

EDUC	330#	Teaching in Secondary Schools	3
MATH	240	Linear Algebra	3
MATH	350	Differential Equations and Dynamical Systems	3
MATH	352	Probability and Statistics	3
MATH	448	Scientific Computing	3
MATH	450	Partial Differential Equations and Mathematical Physics	3
MATH	451	Complex Analysis	3
PHYS	310	Electronics	4
PHYS	335*	Physics of Music (PAMU)	3
PHYS	345*	Digital Image Processing (COMP/MATH)	3
PHYS	436*	Physics of the Performing Arts (PA)	3
PHYS	445	Image Analysis and Pattern Recognition (COMP/MATH)	3
PHYS	464	Medical Instrumentation (BIOL)	4
PHYS	490	Topics in Physics	3
PHYS	492	Internship	3
<i>(if not taken as a required course)</i>			

† Cannot exceed a total of **3** units, when added to units taken within the upper division requirements

Recommended for Teachers (Courses with * are double-counted toward GE credits)

PHYS	494†	Independent Research	1-3
PHYS	497†	Directed Studies	1-3

Required Supporting and Other GE Courses**42 units**

American Institutions Requirement	6
Other courses in GE categories A-E	27
Electives in Any Discipline	9

Note: Courses with an asterisk (*) will double count with general education (GE) requirements. Only two upper division interdisciplinary GE major courses (numbered 330-249 and 440-449) may be used towards the upper division major GE requirement. The third course must come from outside the major.



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

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Contact Information

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Lower Division Requirements - 12 units

MATH	150*	Calculus I	4
PHYS	200*	General Physics I	4
PHYS	201	General Physics II	4

Upper Division Requirements - 13 units

1. *Applied Physics - 10-11 units*

PHYS	345*	Digital Image Processing (MATH/COMP)	3
PHYS	434*	Introduction to Biomedical Imaging (BIOL/HLTH)	4

Select either:

PHYS	445	Image Analysis and Pattern Recognition (MATH/COMP)	3
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or

PHYS	464	Medical Instrumentation (BIOL).	4
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2. *Applied Physics Electives - 2-3 units*

Choose from:

PHYS	490	Topics in Physics	3
PHYS	492	Internship	3
PHYS	494	Independent Research	1-3
PHYS	497	Directed Studies	1-3
PHYS	499	Senior Colloquium	1

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

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Bachelor of Arts in Art - (120 units)

Art Courses	57
General Education Courses	48
American Institutions Requirement Courses . . . . .	.6
University Elective Courses . . . . .	.9
TOTAL	120 units

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 **24** units of lower division Art courses in preparation for upper division studies.

Art Studio Fundamentals - 12 units

ART 105	Drawing and Composition	3
ART 106	Color and Design	3
ART 107	Life Drawing	3
ART 108	Visual Technologies	3

Art History - 6 units

Select two courses 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 CI art program.

Select two courses from the following:

ART	201	Painting	3
ART	202	Sculpture	3
ART	203	Illustration	3
ART	204	Graphic Design	3
ART	205	Multimedia	3
ART	206	Animation	3
ART	207	Ceramics	3
ART	208	Physics of Art and Visual Perception (PHYS)	3
ART	209	Photography	3

**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 6 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	3
ART	311	Three-Dimensional Art: Sculpture Media and Techniques	3
ART	312	Digital Media Art: Time-Based Imaging and Compositing	3
ART	313	Communication Design Technology: Graphic Design for Print Media	3
ART	314	Digital Media Art: Digital Photography	3
ART	315	Animation Media and Techniques	3
ART	316	Digital Illustration and Painting	3
ART	317	Video Game Production	3

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.

ART	320	Two Dimensional Art: Painting 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	3
ART	324	Communication Design Technology: Web Design	3
ART	325	Digital Media Art: Digital Filmmaking	3
ART	326	Digital Media Art: 3D Computer Animation:	3
ART	327	Communication Design Technology: Multimedia Theory and Process	3

ART	328	Digital Media Art: Photographic Theory and Process	3
ART	329	Three-Dimensional Art: Ceramic Theory and Process	3
ART	380	Two-Dimensional Art: Figure Painting	3
ART	381	Three-Dimensional Art: Figure Sculpture	3
ART	382*	Art for Social Media	3
ART	383*	Scenic Design (PA)	3
ART	384*	Costume Design (PA)	3
ART	385	Audio Design and Recording (PAMU)	3
ART	386*	Storyboarding	3

***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	3
ART	421	Advanced Artistic Problems: Three Dimensional Art	3
ART	422	Advanced Artistic Problems: Digital Media Art	3
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 one courses from the following:

ART	435	Postmodern Visual Culture	3
ART	436	Modern Art	3

Select a minimum of one course 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	3
ART	333	History of Southern California Chicana/o Art (CHS/HIST).	3
ART	334	The Business of Art (BUS)	3
ART	337	Art on Film and Film as Art	3
ART	338	Psychology of Art and Artists (PSY)	3
ART	351	The Baroque Eye: Art, Culture, Money, Power.	3
ART	352	Visual Canons of the Ancient World	3
ART	353	Medieval World: Spirituality and Representation	3
ART	431	European Renaissance Literature & Art (ENGL)	3
ART	433	Women in the Arts	3
ART	434	The Museum: Culture, Business, Education (BUS/EDUC)	3
ART	435	Postmodern Visual Culture (if not taken above)	3

ART	436	Modern Art (if not taken above)	3
ART	451	Diversity in the Visual Arts	3
ART	480	Advanced Issues in Art History, Theory, and Criticism	3

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	3

Upper Division Art Electives

Upper Division Art elective courses may fulfill up to 6 units of upper division Art Studio or Art History requirements. Portfolio review and consent of instructor required.

ART	490	Special Topics in Art	3
ART	492	Internship in the Arts (Portfolio review required)	1-3
ART	494	Directed Independent Study (Portfolio review required)	1-3

Art History Option: Lower Division Requirements - 24 units

Complete a minimum of 24 units of lower division required Art courses in preparation for upper division studies.

Lower Division Art History Courses - 12 units

ART	110	Prehistoric Art to the Middle Ages	3
ART	111	Renaissance to Modern Art	3
ART	112	Art of the Eastern World	3
ART	200	Art History: Tools and Methods	3

Lower Division Art Studio Courses - 12 units

ART	108	Visual Technologies.	3
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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:

ART	201	Painting	3
ART	202	Sculpture	3
ART	204	Graphic Design	3
ART	205	Multimedia	3
ART	207	Ceramics	3
ART	209	Photography	3

Art History Option: Upper Division Requirements - 33 units

ART Majors in the Art History option are required to complete a minimum of 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	330	Critical Thinking in a Visual World.	3
ART	333	History of Southern California Chicana/o Art (CHS/HIST).	3

Group 2

ART	331	Art, Society and Mass Media (COMM)	3
ART	334	The Business of Art (BUS)	3

Group 3

ART	352	Visual Canons of the Ancient World	3
ART	353	Medieval World: Spirituality and Representation.	3
ART	436	Modern Art	3

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.	3

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	Multicultural Art Movements	3
ART	451	Diversity in the Visual Arts	3
ART	480	Advanced Issues in Art History, Theory, and Criticism	3

Upper Division Art Studio Courses - 6 units

Select two courses from the following:

ART	310	Two-Dimensional Art: Painting Media and Techniques	3
ART	311	Three-Dimensional Art: Sculpture Media and Techniques	3
ART	312	Digital Media Art: Time-Based Imaging and Compositing	3
ART	313	Communication Design Technology: Graphic Design for Print Media	3
ART	314	Digital Media Art: Digital Photography	3
ART	315	Animation Media and Techniques	3
ART	316	Digital Illustration and Painting	3
ART	317	Video Game Production	3

Professional Preparation Courses - 6 units

Upper division Professional Preparation courses provide an understanding of current issues in the arts, 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 6 units of upper division Studio Art or Art History requirements.

Portfolio review and consent of instructor required.

ART	490	Special Topics in Art	3
ART	492	Internship in the Arts	1-3
		(Portfolio review required)	
ART	494	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

ART	105	Drawing and Composition	3
ART	106	Color and Design	3
ART	108	Visual Technologies	3

Select one additional course from the following:

ART	100	Understanding Fine Arts Processes	3
ART	101	What is Art?	3
ART	102	Multicultural Children's Art	3
ART	107	Life Drawing	3
ART	110	Prehistoric Art to the Middle Ages	3
ART	111	Renaissance to Modern Art	3
ART	112	Art of the Eastern World	3

Studio Art Courses - 6 units

Select a minimum of two courses from the following:

ART	201	Painting	3
ART	202	Sculpture	3
ART	203	Illustration	3
ART	204	Graphic Design	3
ART	205	Multimedia	3
ART	206	Animation	3
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	3
ART	312	Digital Media Art: Time-Based Imaging and Compositing	3
ART	313	Communication Design Technology: Graphic Design for Print Media	3
ART	314	Digital Media Art: Digital Photography	3
ART	315	Animation Media and Techniques	3
ART	316	Digital Illustration and Painting	3
ART	317	Video Game Production	3

Art History and Interdisciplinary Art Courses 6 units

Select a minimum of two 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	3
ART	333	History of Southern California Chicana/o Art (CHS/HIST).	3
ART	334	The Business of Art (BUS)	3
ART	337	Art as Film and Film as Art	3
ART	338	Psychology of Art and Artists (PSY)	3
ART	351	The Baroque Eye: Art, Culture, Money, Power	3
ART	352	Visual Canons of the Ancient World	3
ART	353	Medieval World: Spirituality and Representation	3
ART	431	European Renaissance Literature and Art (ENGL)	3
ART	433	Women in the Arts	3
ART	434	The Museum: Culture, Business, Education (BUS/EDUC)	3
ART	435	Postmodern Visual Culture	3
ART	436	Modern Art	3
ART	451	Diversity in the Visual Arts	3

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 computer-based media.

Required Courses

ART	108	Visual Technologies	3
ART	204	Graphic Design	3
ART	205	Multimedia	3
ART	312	Digital Media Art: Time-Based Imaging and Compositing	3
ART	313	Communication Design Technology: Graphic Design for Print Media	3
ART	324	Communication Design Technology: Web Design	3

Select one additional course from the following:

ART	314	Digital Media Art: Digital Photography	3
ART	315	Animation Media and Techniques	3
ART	316	Digital Illustration and Painting	3
ART	317	Video Game Production	3
ART	326	Digital Media Art: 3D Computer Animation	3
ART	327	Communication Design Technology Multimedia Theory and Process	3

Asian-Pacific Studies

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

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Minor in Asian-Pacific Studies (18 units)

Eighteen units from the following list, of which at least 9 units must be upper division:

ART	112	Art of the Eastern World	3
CHIN	101	Elementary Chinese I	4
CHIN	102	Elementary Chinese II.	4
ENGL	354	Studies in Cultural Literatures (when Focus is Asian-Pacific)	3
HIST	380	History of the Pacific Islands	3
HIST	391	Traditional China	3
HIST	392	Modern China	3
HIST	393	Contemporary China	3
HIST	395	Modern Japan	3
HIST	396	East Asia: Then and Now	3
PHED	102	Seminar in Traditional Martial Arts: Tai Ji (<i>repeatable</i>).	1
PSY	344	Psychology and Traditional Asian Thought	3
PSY	436	Psychology and History of East Asian Warrior Cultures (HIST)	3

(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 Pre-Professional Studies
 - Emphasis in Subject Matter Preparation in Teaching Biology
- 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
- Stem Cell Technology Certificate Program

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 health professional (e.g., medical, dental, veterinary, pharmacy) or graduate schools, or 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. The emphasis prepares students for graduate study in all aspects of biology as well as careers in environmental science, conservation, government, research or education.

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 Emphasis in Subject Matter Preparation provides the depth of study necessary for securing a Single Subject Credential in Science for teaching at the high school and middle school levels. Additional courses in geology, astronomy, and chemistry are included to meet the breadth requirements for this credential.

The Biology Minor allows students in majors other than biology to explore selected area(s) at a greater depth. Equipped with a minor in biology, students with majors 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 environments 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

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For graduation roadmaps for the B.S. B.A. and M.S. programs in Biology, please visit: <http://biology.csuci.edu>.

Bachelor of Science Degree in Biology - (120 units)

Common Lower Division Requirements for All Emphases of the Bachelor of Science Degree in Biology - 8 units

BIOL	200*	Principles of Organismal and Population Biology, GE B2	4
BIOL	201*	Principles of Cell & Molecular Biology, GE B2	4

Upper Division Requirements in the Major 39 units

1. Required Biology Courses - 25 units

BIOL	300	Cell Biology	4
BIOL	302	Genetics	4
BIOL	303	Evolutionary Biology	3
BIOL	304	Comparative Animal Physiology	3
BIOL	400	Molecular Biology	4
BIOL	433*	Ecology and the Environment, GE B2, UDIGE	4
BIOL	499	Senior Capstone in Biology	3

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.

No more than 2 units taken from the following can be counted towards the 14 units of electives:

BIOL	492	Internship	2-3
BIOL	494	Independent Research	1-3
BIOL	497	Directed Study	1-3

Required Supporting and Other GE Courses 73 units

1. Chemistry - 16 units

CHEM	121*	General Chemistry I, GE B1	4
CHEM	122*	General Chemistry II, GE B1	4
CHEM	311	Organic Chemistry I	3
CHEM	312	Organic Chemistry I Laboratory	1
CHEM	314	Organic Chemistry II	3
CHEM	315	Organic Chemistry II Laboratory	1

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

2. Physics - 8 units

Select one of the following combinations:

PHYS	100*	Introduction to Physics I, GE B1	4
PHYS	101*	Introduction to Physics II, GE B1	4
or			
PHYS	200*	General Physics I, GE B1	4
PHYS	201*	General Physics II, GE B1	4

3. Statistics and Mathematics - 7 units

BIOL	203*	Quantitative Methods for Biology, GE B3, B4	3
MATH	150*	Calculus I, GE B3	4

4. Other Required GE Courses in Categories A-E - 36 units

Category A	. . . . .	9
(For A3, recommend MATH 230 Mathematical Reasoning)		
Category C	. . . . .	12
Category D	. . . . .	12
Category E	. . . . .	3

5. American Institutions Requirement - 6 units

Emphasis in Cell and Molecular Biology

Upper Division Requirements in the Major 40 units

1. Required Biology Courses - 31 units

BIOL	300	Cell Biology	4
BIOL	301	Microbiology	4
BIOL	302	Genetics	4
BIOL	303	Evolutionary Biology	3
BIOL	400	Molecular Biology	4
BIOL	401	Biotechnology and Recombinant DNA Techniques	5
BIOL	431*	Bioinformatics, GE B2, B4, UDIGE	4
BIOL	499	Senior Capstone in Biology	3

2. Electives in Biology - 9 units

Select from the following list of courses:

BIOL	402	Toxicology	3
BIOL	403	Foundations of Structural Biology	4
BIOL	404	Plant and Animal Tissue Culture	3
BIOL	405	Biochemical Engineering	4
BIOL	408	Nanobiotechnology	3
BIOL	416	Radiobiology and Radionuclides (PHYS)	3
BIOL	420	Cellular & Molecular Immunology	4
BIOL	421	Virology	3
BIOL	422	Molecular Plant Physiology	4
BIOL	423	Cellular & Molecular Neurobiology	3
BIOL	424	Human Physiology	3
BIOL	425	Human Genetics	3
BIOL	426	Hematology	4
BIOL	427	Developmental Biology	4
BIOL	428	Biology of Cancer	3
BIOL	432*	Principles of Epidemiology and Environmental Health, GE B2, D, UDIGE	3
BIOL	433*	Ecology and the Environment, GE B2, UDIGE	4

No more than 2 units taken from the following can be counted towards the 9 units of electives:

BIOL	492	Internship	2-3
BIOL	494	Independent Research	1-3
BIOL	497	Directed Study	1-3

Required Supporting and Other GE Courses 72 units

1. Chemistry minimum - 15 units

CHEM	121*	General Chemistry I, GE B1	4
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CHEM 122*	General Chemistry II, GE B1	4
CHEM 311	Organic Chemistry I	3
CHEM 312	Organic Chemistry I Laboratory	1

Select either:

CHEM 318	Biological Chemistry	3
or		
CHEM 314	Organic Chemistry II	3
and		
CHEM 315	Organic Chemistry II Laboratory	1

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

2. Physics - 8 units

Select **one** of the following combinations:

PHYS 100*	Introduction to Physics I, GE B1	4
PHYS 101*	Introduction to Physics II, GE B1	4
or		
PHYS 200*	General Physics I, GE B1	4
PHYS 201*	General Physics II, GE B1	4

3. Statistics and Mathematics - 7 units

BIOL 203*	Quantitative Methods for Biology, GE B3, B4	3
MATH 150*	Calculus I, GE B3	4

4. Other Required GE Courses in Categories A-E - 36 units

Category A . . . . .	.9
(For A3, recommend MATH 230 Mathematical Reasoning)	
Category C	12
Category D	12
Category E . . . . .	.3

5. American Institutions Requirement - 6 units**Emphasis in Clinical Laboratory Science****Additional Requirements in the Major - 41-43 units****1. Required Biology Courses - 37 units**

BIOL 217	Medical Microbiology	4
BIOL 300	Cell Biology	4
BIOL 302	Genetics	4
BIOL 303	Evolutionary Biology	3
BIOL 317	Parasitology	4
BIOL 318	Medical Mycology	4
BIOL 420	Cellular and Molecular Immunology	4
BIOL 421	Virology	3
BIOL 426	Hematology	4
BIOL 432*	Principles of Epidemiology and Environmental Health GE B2, D, UDIGE	3

2. Other Required Courses in Biology - 4-6 units

If one chooses to complete CHEM 318 and BIOL 203, one needs to complete a minimum of **6** units from the following courses. Otherwise, one needs to complete minimum of **4** units from the following courses:

BIOL 400	Molecular Biology	4
BIOL 424	Human Physiology	3
BIOL 425	Human Genetics	3

Required Supporting and Other GE Courses 69-71 units**1. Chemistry - 19-20 units**

CHEM 121*	General Chemistry I, GE B1	4
CHEM 122*	General Chemistry II, GE B1	4
CHEM 250	Quantitative Analysis	3

CHEM 251	Quantitative Analysis Laboratory	1
CHEM 311	Organic Chemistry I	3
CHEM 312	Organic Chemistry I Laboratory	1

and

CHEM 318	Biological Chemistry	3
or		
CHEM 460	Biochemistry I	4

Note: CHEM 314 is a prerequisite for CHEM 460

An Organic Chemistry course with laboratory taken at a community college may be accepted for the Biology major in lieu of CHEM 311 and 312.

2. Physics - 8 units

PHYS 100*	Introduction to Physics I, GE B1	4
PHYS 101*	Introduction to Physics II, GE B1	4

3. Statistics and Mathematics - 3-4 units

Select **one** of the following combinations:

BIOL 203*	Quantitative Methods for Biology, GE B3, B4	3
MATH 150*	Calculus I, GE B3	4

4. Other Required GE Courses in Categories A-E - 33 units

Category A . . . . .	.9
(For A3, recommend MATH 230 Logic and Mathematical Reasoning)	
Category C	12
Category D . . . . .	.9
Category E . . . . .	.3

5. American Institutions Requirement - 6 units**Emphasis in Ecology, Evolution and Organismal Biology****Upper Division Requirements in the Major 42-44 units****1. Required Core Courses - 26 units**

BIOL 301	Microbiology	4
BIOL 302	Genetics	4
BIOL 303	Evolutionary Biology	3
BIOL 311	Plant Biology and Ecology	4
BIOL 499	Senior Capstone in Biology	3

Select **one** of the following courses:

BIOL 433*	Ecology and the Environment, GE B2, UDIGE	4
BIOL 453	Methods in Population and Community Ecology	4

Courses with * are double-counted toward GE credits.

Select **one** of the following courses:

BIOL 310	Vertebrate Biology	4
BIOL 316	Invertebrate Zoology	4

2. Ecology/Evolution - 6-7 units

Select **two** courses from the following list:

BIOL 313	Conservation Biology (ESRM)	4
ESRM 352	Theory and Practice of Ecological Restoration	3
BIOL 406	Evolutionary Biogeography	3
BIOL 407	Behavioral Ecology	3

3. Organismal Biology - 4 units

Select **one** course from the following list:

BIOL 310	Vertebrate Biology	4
(if not taken as part of core)		
BIOL 312	Marine Biology	4
BIOL 316	Invertebrate Zoology	4
(if not taken as part of core)		

BIOL	317	Parasitology	4
BIOL	450	Ichthyology: The Biology of Fishes . . .	4
BIOL	451	Ornithology	4
BIOL	452	Entomology	4

4. Physiology/Developmental/Molecular Biology - 3-4 units

Select one course from the following list:

BIOL	300	Cell Biology	4
BIOL	304	Comparative Animal Physiology . . .	3
BIOL	400	Molecular Biology	4
BIOL	422	Molecular Plant Physiology	4
BIOL	427	Developmental Biology	4

5. Cross-Disciplinary - 3-4 units

Select one course from the following list:

CHEM	301	Environmental Chemistry-Atmosphere and Climate	3
GEOL	321	Environmental Geology, GE B1	4
ESRM	328	Introduction to Geographic Information Systems	3

Required Supporting and Other GE Courses 63 units

1. Required Supporting Courses - 21 units

CHEM	121*	General Chemistry I, GE B1	4
CHEM	122*	General Chemistry II, GE B1	4
CHEM	311	Organic Chemistry I	3
GEOL	122*	Historical Geology, GE B1	3
BIOL	203*	Quantitative Methods for Biology, GE B3, B4	3
MATH	150*	Calculus I, GE B3	4

An Organic Chemistry I taken at a community college may be accepted for the Biology major in lieu of CHEM 311

2. Other Required GE Courses in Categories A-E - 36 units

Category A . . . . .	.9
(For A3, recommend MATH 230 Logic and Mathematical Reasoning)	
Category C	12
Category D	12
Category E . . . . .	.3

3. American Institutions Requirement - 6 units

Electives in Any Discipline - 4-7 units

One must choose enough elective units to reach the required 120 units for the degree.

Emphasis in Medical Imaging

Additional Lower Division Requirements in the Major - 8 units

BIOL	210	Human Anatomy and Physiology I . . .	4
BIOL	211	Human Anatomy and Physiology II . . .	4

Upper Division Requirements in the Major - 38 units

1. Required Biology and Physics Courses - 30 units

BIOL	300	Cell Biology	4
BIOL	301	Microbiology	4
BIOL	302	Genetics	4
BIOL	400	Molecular Biology	4
BIOL	416	Radiobiology and Radionuclides (PHYS)	3
BIOL	434*	Introduction to Biomedical Imaging, (HLTH/PHYS) GE B1, E, UDIGE . . .	4
BIOL	464	Medical Instrumentation (PHYS) . . .	4
BIOL	499	Senior Capstone in Biology	3

2. Electives in Biology and Physics - 8 units

Select from the following list of courses:

BIOL	315	Introduction to Biophysics (PHYS) . . .	4
BIOL	401	Biotechnology and Recombinant DNA Techniques	5
BIOL	420	Cellular & Molecular Immunology . . .	4
BIOL	421	Virology	3
BIOL	423	Cellular and Molecular Neurobiology .	3
BIOL	424	Human Physiology	3
BIOL	425	Human Genetics	3
BIOL	427	Developmental Biology	4
BIOL	428	Biology of Cancer	3
BIOL	431*	Bioinformatics, GE B2, B4, UDIGE . .	4
BIOL	432*	Principles of Epidemiology and Environmental Health, GE B2, D, UDIGE	3
BIOL	433*	Ecology and the Environment, GE B2, UDIGE	4
PHYS	445*	Image Analysis and Pattern Recognition, COMP/MATH GE B1, B4, UDIGE . . .	3

No more than 2 units taken from the following can be counted towards the 8 units of electives:

PHYS	492	Physics Internship	3
		(Recommended for students pursuing a career in medical imaging).	
BIOL	494	Independent Research	1-3
or			
PHYS	494	Independent Research	1-3
BIOL	497	Directed Study	1-3
or			
PHYS	497	Directed Study	1-3

Required Supporting and Other GE Courses 66 units

1. Chemistry - 15 units

CHEM	121*	General Chemistry I, GE B1	4
CHEM	122*	General Chemistry II, GE B1	4
CHEM	311	Organic Chemistry I	3
CHEM	312	Organic Chemistry I Laboratory	1
CHEM	318	Biological Chemistry	3

An Organic Chemistry I-equivalent course with laboratory taken at a community college may be accepted for the Biology major in lieu of CHEM 311 and 312.

2. Mathematics - 4 units

MATH	150*	Calculus I, GE B3	4
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3. Physics - 8 units

Select one of the following combinations:

PHYS	100*	Introduction to Physics I, GE B1	4
PHYS	101*	Introduction to Physics II, GE B1	4
or			
PHYS	200*	General Physics I, GE B1	4
PHYS	201*	General Physics II, GE B1	4

4. Other Required GE Courses in Categories A-D - 33 units

Category A . . . . .	.9
(For A3, recommend MATH 230 Logic and Mathematical Reasoning)	
Category C	12
Category D	12
Category E covered by a required GE course for the degree program	

5. American Institutions Requirement - 6 units

Bachelor of Arts Degree in Biology - (120 units)

Common Lower Division Requirements for All Emphases of the Bachelor of Arts Degree in Biology - 8 units

BIOL	200*	Principles of Organismal and Population Biology, GE B2	4
BIOL	201*	Principles of Cell & Molecular Biology, GE B2	4

Upper Division Requirements in the Major 37 units

1. Required Biology Courses - 25 units

BIOL	300	Cell Biology	4
BIOL	302	Genetics	4
BIOL	303	Evolutionary Biology	3
BIOL	304	Comparative Animal Physiology	3
BIOL	400	Molecular Biology	4
BIOL	433*	Ecology and the Environment, GE B2, UDIGE	4
BIOL	499	Senior Capstone in Biology	3

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 courses numbered from 326 to 345 are counted toward GE credits only and they are not counted towards the 12 units of electives).

No more than 2 units taken from the following can be counted towards the 12 units of electives:

BIOL	492	Internship	2-3
BIOL	494	Independent Research	1-3
BIOL	497	Directed Study	1-3

Required Supporting and Other GE Courses 53-54 units

1. Chemistry - 8 units

CHEM	121*	General Chemistry I, GE B1	4
CHEM	122*	General Chemistry II, GE B1	4

2. Mathematics and Statistics - 3-4 units

Select one of the following:

BIOL	203*	Quantitative Methods for Biology, GE B3, B4	3
MATH	105*	Pre-Calculus, GE B3	4
MATH	150*	Calculus I, GE B3	4

3. Other Required GE Courses in Categories A-E - 36 units

Category A	. . . . .	9
(For A3, recommend MATH 230 Logic and Mathematical Reasoning)		
Category C	. . . . .	12
Category D	. . . . .	12
Category E	. . . . .	3

4. American Institutions Requirements - 6 units

Electives in Any Discipline - 21-22 units

One must choose enough elective units to reach the required 120 units for the degree.

Emphasis in Ecology, Evolution and Organismal Biology

Upper Division Requirements in the Major - 36-38 units

1. Required Biology Core Courses - 26 units

BIOL	301	Microbiology	4
BIOL	302	Genetics	4
BIOL	303	Evolutionary Biology	3
BIOL	311	Plant Biology and Ecology	4
BIOL	433*	Ecology and the Environment, GE B2, UDIGE	4
BIOL	499	Senior Capstone in Biology	3

Select one of the following courses:

BIOL	310	Vertebrate Biology	4
BIOL	316	Invertebrate Zoology	4

2. Ecology/Evolution - 3-4 units

Select one course from the following list:

BIOL	313	Conservation Biology (ESRM)	4
BIOL	406	Evolutionary Biogeography	3
BIOL	407	Behavioral Ecology	3

3. Organismal Biology - 4 units

Select one course from the following list:

BIOL	310	Vertebrate Biology	4
(if not taken as part of core)			
BIOL	312	Marine Biology	4
BIOL	316	Invertebrate Zoology	4
(if not taken as part of core)			
BIOL	317	Parasitology	4
BIOL	450	Ichthyology: The Biology of Fishes	4
BIOL	451	Ornithology	4
BIOL	452	Entomology	4

4. Physiology/Developmental/Molecular Biology - 3-4 units

Select one course from the following list:

BIOL	300	Cell Biology	4
BIOL	304	Comparative Animal Physiology	3
BIOL	400	Molecular Biology	4
BIOL	422	Molecular Plant Physiology	4
BIOL	427	Developmental Biology	4

Required Supporting and Other GE Courses 56 units

1. Required Supporting Courses - 14 units

CHEM	121*	General Chemistry I, GE B1	4
CHEM	122*	General Chemistry II, GE B1	4
GEOL	122*	Historical Geology, GE B1	3
BIOL	203*	Quantitative Methods for Biology, GE B3, B4	3

2. Other Required GE Courses in Categories A-E - 36 units

Category A	. . . . .	9
(For A3, recommend MATH 230 Logic and Mathematical Reasoning)		
Category C	. . . . .	12
Category D	. . . . .	12
Category E	. . . . .	3

3. American Institutions Requirement - 6 units

Electives in Any Discipline - 18-20 units

One must choose enough elective units to reach the required 120 units for the degree.

Emphasis in Pre-Professional Studies**Upper Division Requirements in the Major - 32 units****1. Required Biology Courses - 21-22 units**

BIOL	300	Cell Biology	4
BIOL	302	Genetics	4
BIOL	304	Comparative Animal Physiology	3
BIOL	400	Molecular Biology	4
BIOL	499	Senior Capstone in Biology	3

Select one of the following:

BIOL	303	Evolutionary Biology	3
BIOL	433*	Ecology and the Environment, GE B2, UDIGE	4

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 courses numbered from 326 to 345 are counted toward GE credits only and they are not counted towards the 10-11 units of electives

No more than 2 units taken from the following can be counted towards the 10-11 units of electives:

BIOL	492	Internship	2-3
BIOL	494	Independent Research	1-3
BIOL	497	Directed Study	1-3

Required Supporting and Other GE Courses 69-70 units**1. Chemistry - 16 units**

CHEM	121*	General Chemistry I, GE B1	4
CHEM	122*	General Chemistry II, GE B1	4
CHEM	311	Organic Chemistry I	3
CHEM	312	Organic Chemistry I Laboratory	1
CHEM	314	Organic Chemistry II	3
CHEM	315	Organic Chemistry II Laboratory	1

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

2. Mathematics and Statistics - 3-4 units**Select one of the following:**

BIOL	203*	Quantitative Methods for Biology, GE B3, B4	3
MATH	150*	Calculus I, GE B3	4

Check with professional schools or pre-professional advisor for specific requirements in this category.

3. Physics - 8 units

PHYS	100*	Introduction to Physics I, GE B1	4
PHYS	101*	Introduction to Physics II, GE B1	4

4. Other Required GE Courses in Categories A-E - 36 units

Category A . . . . .	.9
(For A3, recommend MATH 230 Logic and Mathematical Reasoning)	
Category C	12
Category D	12
Category E	3

5. American Institutions Requirements - 6 units**Electives in Any Discipline - 10-11 units**

One must choose enough elective units to reach the required 120 units for the degree.

Emphasis in Subject Matter**Preparation in Teaching Biology****Upper Division Requirements in the Major - 36 units****1. Required Biology Courses - 24 units**

BIOL	300	Cell Biology	4
BIOL	302	Genetics	4
BIOL	303	Evolutionary Biology	3
BIOL	304	Comparative Animal Physiology	3
BIOL	335*	The Biosphere, GE B2, UDIGE	3 ¹
BIOL	433*	Ecology and the Environment, GE B2, UDIGE	4 ¹
BIOL	499	Senior Capstone in Biology	3

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 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 12 units of electives).

No more than 2 units taken from the following can be counted towards the 12 units of electives:

BIOL	492	Internship	2-3
BIOL	494	Independent Research	1-3
BIOL	497	Directed Study	1-3

Required Supporting and Other GE Courses 76 units**1. Required Education Course - 3 units**

EDUC	330* ¹	Introduction to Secondary Schooling, GE-D, UDIGE	3
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¹BIOL 335, BIOL 433, and EDUC 330 meet only 6 of the 9 units of UDIGE; students must complete the remaining 3 units outside of courses with BIOL prefix, and excluding courses cross-listed with BIOL.

2. Mathematics and Statistics - 7 units**Select either:**

BIOL	203*	Quantitative Methods for Biology, GE B3, B4	3
and			
MATH	105*	Pre-Calculus, GE B3	4
or			
MATH	150*	Calculus I, GE B3	4

3. Physical Sciences - 24 units

ASTR	105*	Introduction to the Solar System, (PHYS) GE B1	4
CHEM	121*	General Chemistry I, GE B1	4
CHEM	122*	General Chemistry II, GE B1	4
GEOL	121*	Physical Geology, GE B1	4
PHYS	100*	Introduction to Physics I, GE B1	4
PHYS	101*	Introduction to Physics II, GE B1	4

4. Other Required GE Courses in Categories A-E - 36 units

Category A . . . . .	.9
(For A3, recommend MATH 230 Logic and Mathematical Reasoning)	
Category C	12
Category D	12
Category E	3

5. American Institutions Requirements - 6 units

The Master of Science Degree in Biotechnology & Bioinformatics (34-35 units)

Program Description

The Master of Science in Biotechnology & 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

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 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.

Degree Requirements

Common Core Courses - 12 units

BINF	500	DNA & Protein Sequence Analysis. . .	3
BIOL	503	Biotechnology Law and Regulation. . .	3
BIOL	504	Molecular Cell Biology	3
MGT	471	Project Management	3

Biotechnology Emphasis - 22 units

1. Required Courses - 15 units

BINF	514	Statistical Methods in Computational Biology	3
BIOL	502	Techniques in Genomics & Proteomics .	3
BIOL	505	Molecular Structure.	4
BIOL	600	Team Project.	4
BIOL	601	Seminar in Biotechnology and Bioinformatics	1

2. Electives - 7 Units

A minimum of two courses chosen from the following elective courses and/or from the required courses for the other emphases of the program:

BINF	511	Computational Genomics.	3
BIOL	490	Special Topics	1-3 (must be equivalent to a graduate level course)
BIOL	500	Introduction to Biopharmaceutical Production Operations	3
BIOL	506	Molecular Evolution	4
BIOL	507	Pharmacogenomics and Pharmacoproteomics	3
BIOL	508	Advanced Immunology	4
BIOL	509	Plant Biotechnology	4
BIOL	516	Clinical Trials and Quality Assurance. .	3
BIOL	605	Biotechnology Across National Boundaries Field Trip	1
MGT	421	Human Resource Management	3

Biomedical Engineering Emphasis - 23 units

1. Required Courses - 15 units

BME	500	Biological Systems and Biomechanics: Principles and Applications	3
BME	501	Fundamentals of Tissue Engineering and Biomaterials	3
BIOL	601	Seminar in Biotechnology and Bioinformatics	1
BIOL	604	Biotechnology across National Boundaries	2

Select either BME 502 or PHYS 464 - 3-4 units

BME	502	Biomedical Instrumentation and Devices: Technology and Applications	3
or			
PHYS	464	Medical Instrumentation	4

Select either BIOL 600 or 603 - 3-4 units

BIOL	600	Team Project	4
or			
BIOL	603	Biotechnology Internship	3

2. Electives - 6-8 units

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. Required Courses - 19 units

BIOL	502	Techniques in Genomics and Proteomics	3
BIOL	510	Tissue Culture Techniques and Stem Cell Technology	3
BIOL	511	Advanced Stem Cell Technology . . .	3
BIOL	512	Advanced Topics in Regenerative Medicine	1
BIOL	513	Cell Culture Facility Management . . .	3
BIOL	602	Stem Cell Technology Internship (1.5 units X 4)	6

*BIOL 602 course is offered quarterly at 1.5 units, which is repeatable for a total of 6 units for a year long project.

2. Electives 3-4 units

A minimum of one 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 & 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

1. 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 for Students without a B.S. 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
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	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

Courses with * are double-counted toward GE credits.

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

1. Required Core Courses - 16 units

BINF	500	DNA & Protein Sequence Analysis . . .	3
BIOL	502	Techniques in Genomics/Proteomics . .	3
BIOL	503	Biotechnology Law and Regulation . . .	3
BIOL	504	Molecular Cell Biology	3
BIOL	510	Tissue Culture Techniques and Stem Cell Technology	3
BIOL	601	Seminar in Biotechnology and Bioinformatics	1

2. Elective Courses - 7 units

A minimum of 7 units from the elective courses in MS Biotechnology and Bioinformatics program.

Required Courses in the Master of Business Administration - 24 units

1. Required Core Courses - 18 units

BUS	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

2. Elective Courses - 6 units

Double-counted courses:

BIOL	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 Population Biology, GE B2	4
BIOL	201	Principles of Cell and Molecular Biology, GE B2	4

Upper Division Requirements - 13 units

1. Biology - 8 units

BIOL	300	Cell Biology	4
BIOL	302	Genetics	4

2. Biology Electives - 5 units

A minimum of 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

Stem Cell Technology Certificate Program (non-credit)

Program Description:

The Stem Cell Technology Certificate Program focuses on modern aspects of stem cell technology, applications in regenerative medicine, and the techniques of stem cell science, including cell culture and characterization and maintenance of pluripotent human embryonic and adult stem cell lines.

Upon completion of the program, the students are expected to:

- Describe the specific culture requirements and characteristics of various stem cell lines;
- Demonstrate ability to routinely culture and maintain human pluripotent and multipotent stem cell lines
- Apply knowledge and skills in stem cell science in research projects.

Prerequisite: BS in Biology, Chemistry, Biochemistry or related discipline.

Certificate Requirements:

Advanced Topics in Regenerative Medicine - 15 hr

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 advancements 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.

Advanced Stem Cell Technology - 45 hr

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 cells.

Upon successful completion of the required courses, students will be granted a Certificate of Completion by the Extended University.

Business



MARTIN V. SMITH
**SCHOOL of
BUSINESS &
ECONOMICS**

Programs Offered

- Bachelor of Arts in Economics (see Economics program)
- 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 Social Business
- Minor in Economics (see Economics program)
- Certificate in Business Administration
- Certificate in Social Business
- Master of Business Administration (MBA)
- Master of Science in Biotechnology and Master of Business Administration (MBA)

The Bachelor of Science in Business has a liberal arts and interdisciplinary focus. It is built on the five C's: critical thinking, collaboration (working with others), communication (oral and written English) conduct, and competencies (in business related disciplines). 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 marketing.
- 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 issues.
- Demonstrate basic competencies in the academic disciplines related to regional, national and global business and economics.

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

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Bachelor of Science Degree in Business - (120 units)

Lower Division Major Requirements	21-22
Upper Division Major Requirements	36
Upper Division Interdisciplinary Major Requirements	6
Supporting and other GE Requirements	56-57
TOTAL	120 units

Lower Division Major Requirements

21-22 units

ACCT 210	Financial Accounting	3
ACCT 220	Managerial Accounting	3
	(Prereq: ACCT 210)	
BUS 110	Business Law	3
COMP 101	Computer Literacy	3
ECON 110	Principles of Microeconomics	3
ECON 111	Principles of Macroeconomics	3

Select either:

MATH 140	Calculus for Business Applications	3
	(Prereq: Passing Score on Calculus Placement Exam or MATH 101 or 105)	

or

MATH 150	Calculus I	4
	(Prereq: Passing Score on Calculus Placement Exam or MATH 105)	

Upper Division Major Requirements - 36 units

ACCT 300	Applied Managerial Accounting	3
	(Prereq: ACCT 210 & 220 or equivalent)	
BUS 320	Business Operations	3
	(Prereq: MATH 140 or 150)	

Select either:

ECON 310	Intermediate Microeconomics	3
	(Prereq: ECON 110, 111 and MATH 140 or 150)	

or

ECON 329	Managerial Economics	3
	(Prereq: ECON 110, 111 and MATH 140 or 150) (choose this course if pursuing the Marketing Option)	

Select either:

ECON 311	Intermediate Macroeconomics	3
	(Prereq: ECON 110, 111 and MATH 140 or 150)	

or

ECON 320	Money and Banking	3
	(Prereq: ECON 110, 111 and MATH 140 or 150)	

Select either:

ENGL 330	Interdisciplinary Writing	3
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or

ENGL 483	Technical Visual Communication	3
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Complete the following:

FIN 300	Business Finance	3
	(Prereq: ACCT 220 & MATH 140 or 150)	
MATH 329	Applied Statistics for Business and Economics	3
	(Prereq: MATH 101 or 105)	
MGT 307	Management of Organizations	3
MGT 326	Scientific and Professional Ethics (BIOL)	3
MIS 310	Management Information Systems	3
	(Prereq: COMP 101 or equivalent)	
MKT 310	Principles of Marketing	3
BUS 499	Capstone	3
	(Prereq: All lower division and other upper division required courses in the Business Major.)	

Upper Division Interdisciplinary

Major Requirements - 6 units

Select two courses from interdisciplinary courses offered by Business.

BUS 330-349 or 430-449 course	3
BUS 330-349 or 430-449 course	3

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)

1. Entrepreneurship Option

BUS 341	Drug Discovery and Development (CHEM/ECON) (may double count with Upper Division Interdisciplinary Major Course)	3
MGT 325	Entrepreneurial Management	3

Select three of the following:

ECON 411	Economics of Entrepreneurship	3
	(Prereq: ECON 110 & 111)	
MGT 424	Organizational Behavior (PSY)	3
	(Prereq: MGT 307 or consent of instructor)	
MKT 411	New Product Development and Management	3
	(Prereq: MKT 310)	
Electives		3

2. Finance Option

FIN 410	Financial Markets and Institutions	3
	(Prereq: FIN 300)	

FIN	411	Corporate Finance Management . . .	3
		(Prereq: FIN 300)	
FIN	412	International Financial Management . .	3
		(Prereq: FIN 300)	
FIN	413	Investment Analysis	3
		(Prereq: FIN 300)	
Electives		. . . . .	3

3. Global Business Option

MGT	410	Management of International Business .	3
		(Prereq: MGT 307)	
MKT	410	International Marketing Management .	3
		(Prereq: MKT 310)	

Select three from the following:

ACCT	410	International Accounting	3
		(Prereq: ACCT 210 and 220)	
ECON	370	The World Economy	3
		(Prereq: ECON 111)	
ECON	471	International Trade	3
		(Prereq: ECON 310 or 329)	
ECON	472	International Macroeconomics	3
		(Prereq: ECON 311 or 320)	
FIN	412	International Finance Management . .	3
		(Prereq: FIN 300)	
MGT	471	Project Management	3
		(Prereq: MGT 307)	
Electives		. . . . .	3

4. Management Option

MGT	410	Management of International Business .	3
		(Prereq: MGT 307)	
MGT	421	Human Resource Management	3
		(Prereq: MGT 307)	
MGT	424	Organizational Behavior (PSY)	3
		(Prereq: MGT 307 or consent of instructor)	

Select two from the following:

MGT	325	Entrepreneurial Management	3
MGT	429	Program Management	3
		(Prereq: MGT 307)	
MGT	471	Project Management	3
		(Prereq: MGT 307)	
MGT	490	Special Topics	3
		(Prereq: Consent of instructor)	
MGT	492	Service Learning/Internship	1-3
		(Prereq: Consent of instructor)	
MGT	497	Directed Study	1-3
		(Prereq: Consent of instructor)	

5. Marketing Option

MKT	311	Consumer Behavior	3
		(Prereq: MKT 310)	
MKT	409	Marketing Research	3
		(Prereq: MKT 310)	
MKT	410	International Marketing Management .	3
		(Prereq: MKT 310)	
MKT	411	New Product Development and Management	3
		(Prereq: MKT 310)	
Electives		. . . . .	3

Supporting and Other GE Requirements 56-57 units

Upper Division Interdisciplinary GE outside Major. . . .	3
American Institutions	6
Other GE Courses in Categories A-E	39
Free Electives	8-9

Minor in Business Management - (21 units)

The minor in Business Management offers students a foundation in principles related to managing people. The minor stresses critical thinking and the application of management concepts in a variety of organizational environments. The minor provides non-business majors with a basic understanding of management issues.

Lower Division Requirements - 9 units

ACCT	210	Financial Accounting	3
BUS	110	Business Law	3

Select one of the following:

ECON	110	Principles of Microeconomics	3
or			
ECON	111	Principles of Macroeconomics	3

Upper Division Requirements - 12 units

Choose four from the following:

BUS	320	Business Operations	3
		(Prereq: Math 140 or 150)	
MATH	329	Applied Statistics for Business and Economics	3
		(Prereq: MATH 101 or 105)	
MGT	307	Management of Organizations	3
MGT	325	Entrepreneurial Management	3
MGT	326	Scientific and Professional Ethics (BIOL)	3
MGT	410	Management of International Business .	3
		(Prereq: MGT 307)	
MGT	421	Human Resource Management	3
		(Prereq: MGT 307)	
MKT	310	Principles of Marketing	3
MKT	311	Consumer Behavior	3
		(Prereq: MKT 310)	

Minor in Social Business (17-28 units including pre/corequisites)

This interdisciplinary minor will provide students in any major the opportunity to develop their knowledge of Social Business. Students will develop the tools and skills required to diagnose and address social problems at the local, national, and international levels and apply the necessary skills for effective analysis of a social business plan in one of these settings. The program will equip students to assess the success and challenges of an existing social business at the local, national, or international level. By choosing electives across discipline areas, students will gain an interdisciplinary perspective into Social Business and the challenges it seeks to address.

Lower Division Requirements - 3 units

BUS	203	Introduction to Social Business (ECON/SOC)	3
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Upper Division Requirements - 5-6 units

Core Courses

BUS	301	Social Business Planning (ECON/SOC) 3
		(Prereq: BUS/ECON/SOC 203)
BUS	498	Faculty-Student Collaborative Research In Social Business (ECON/SOC) . . .2-3
		(Prereq: BUS/ECON/SOC 301)

Choose three courses from the following (one of the courses may be lower division):

Additional Requirements - 9 units

Economics and Poverty

ANTH	444	Value and Valuables (ECON)	3
		(Prereq: ANTH 102 or ECON 110)	
BUS	336	Social Entrepreneurship (SOC)	3
BUS	448	Globalization and Development (ECON/SOC)	3
		(Prereq: SOC 100)	
ECON	362	Environmental Economics	3
		(Prereq: ECON 110 and 111)	
ECON	411	Economics of Entrepreneurship	3
		(Prereq: ECON 110 and 111)	
ECON	473	Development Economics	3
		(Prereq: ECON 310 or 311)	
POLS	426	Politics of Developing Countries	3
		(Prereq: POLS 103)	

Science and Technology

BIOL	331	Biotechnology in the Twenty-First Century (BUS)	3
		(Prereq: Junior standing or consent of instructor)	
BIOL	345	Science and Public Policy (POLS)	3
		(Prereq: Junior standing or consent of instructor)	
PHYS	448	Team Based Research	3
		(Prereq: Upper division standing)	

Culture and Politics

ANTH	102	Cultural Anthropology	3
ANTH	444	Value and Valuables (ECON)	3
		(Prereq: ANTH 102 or ECON 110)	
CHS	292	Chicana/o Studies Service Learning and Civic Engagement	3
		(Prereq: CHS 100, sophomore status or consent of instructor)	
GLST	200	Introduction to Global Studies	3
POLS	426	Politics of Developing Countries	3
		(Prereq: POLS 103)	
SOC	201	Social Problems	3

Health and Environment

BIOL	331	Biotechnology in the Twenty-First Century (BUS)	3
BIOL	333	Emerging Public Health Issues	3
BIOL	345	Science and Public Policy (POLS)	3
CHS	343	Health Issues in the Latina/o Community (COMM/NRS)	3
		(Prereq: CHS 100 or equivalent)	
ESRM	100	Introduction to Environment Science and Resource Management	3
ESRM	340	Politics and the Environment (POLS)	3
		(Prereq: Junior standing and consent of instructor)	

Certificate in Social Business - (15 units)

The certificate in Social Business is designed to provide students of all majors and non-matriculated students at CSU Channel Islands and the external community coming from any discipline with an interdisciplinary background in (1) the diagnosis of social problems at the local, national, and international levels; and (2) the application of the social business concept as a significant tool in addressing those problems.

Requirements for the Certificate - 15 units

Core Courses - 9 units

BUS	203	Introduction to Social Business (ECON/SOC)	3
BUS	301	Social Business Planning (ECON/SOC) (Prereq: BUS/ECON/SOC 203)	3
BUS	498	Faculty-Student Collaborative Research In Social Business (ECON/SOC)	3
		(Prereq: BUS/ECON/SOC 301 and consent of instructor)	

Note: Complete a minimum of 3 units BUS 498

Additional Courses - 6 units

Six units required from a minimum of two problem-based areas (Economics and Poverty, Culture and Politics, Health and Environment). At least 3 of the 6 units must be upper-division courses (300-level or 400-level).

Economics and Poverty

ANTH	444	Value and Valuables (ECON)	3
		(Prereq: ANTH 102 or ECON 110)	
BUS	336	Social Entrepreneurship (SOC)	3
BUS	448	Globalization and Development (ECON/SOC)	3
		(Prereq: SOC 100)	
ECON	362	Environmental Economics	3
		(Prereq: ECON 110 and 111)	
ECON	411	Economics of Entrepreneurship	3
		(Prereq: ECON 110 and 111)	
ECON	473	Development Economics	3
		(Prereq: ECON 310 or 311)	
POLS	426	Politics of Developing Countries	3
		(Prereq: POLS 103)	

Science and Technology

BIOL	331	Biotechnology in the Twenty-first Century (BUS)	3
BIOL	345	Science and Public Policy (POLS)	3
		(Prereq: Junior standing or consent of instructor)	
PHYS	448	Team Based Research	3
		(Prereq: Upper division standing)	

Culture and Politics

ANTH	102	Cultural Anthropology	3
ANTH	444	Value and Valuables (ECON)	3
		(Prereq: ANTH 102 or ECON 110)	
CHS	292	Chicana/o Studies Service Learning and Civic Engagement	3
		(Prereq: CHS 100, sophomore status or consent of instructor)	
GLST	200	Introduction to Global Studies	3
POLS	426	Politics of Developing Countries	3
		(Prereq: POLS 103)	
SOC	201	Social Problems	3

Health and Environment

BIOL	331	Biotechnology in the Twenty-first Century (BUS)	3
BIOL	333	Emerging Public Health Issues	3
BIOL	345	Science and Public Policy (POLS)	3
CHS	343	Health Issues in the Latina/o Community (COMM/NRS)	3
		(Prereq: CHS 100 or equivalent)	
ESRM	100	Introduction to Environment Science and Resource Management	3
ESRM	340	Politics and the Environment (POLS)	3
		(Prereq: Junior standing and consent of Instructor)	

Postbaccalaureate Certificate in Business Administration - (16 units)

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 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	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

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 0-16 semester units, Required Core 24 semester units, and Special Topics 2 semester units for a total of 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 exercise.

Special Topics Courses

Students will take three graduate courses 2 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

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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

Required Core - 24 units

BUS	510	High Performance Management (Corequisite: BUS 520)	3
BUS	520	Strategy and Leadership (Corequisite: BUS 510)	3
BUS	530	Managing Business Operations (Prereq: BUS 520; Corequisite: BUS 540)	3
BUS	540	Financial Reporting and Analysis (Prereq: BUS 520; Corequisite: BUS 530)	3
BUS	550	The Contemporary Firm (Prereq: BUS 540)	3
BUS	560	The Entrepreneurial Manager (Prereq: BUS 540)	3
BUS	570	Competing in a Global Environment Prereq: Completion of all other MBA Core courses)	6

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 & Master of Business Administration - (72 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 & 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

1. 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.
5. Minimum GPA requirement, Applicants must have a qualifiable minimum grade point average of 2.75.

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

CHEM	110	Chemistry of Life	4
BIOL	201	Principles of Cell and Molecular Biology (Prereq: CHEM 105 or 121)	4
BIOL	300	Cell Biology (Prereq: BIOL 201 with a grade of C or better and CHEM 122)	4
BIOL	400	Molecular Biology (Prereq: BIOL 300 or 302 with a grade of C or better)	4

2. Required Foundation Courses in Business Economics for students without a BS/BA in Business or Economics or a related discipline 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

Core Courses

Common Required Courses in the Dual Degree Program - 9 units

MGT	471	Project Management (Prereq: MGT 307)	3
BIOL	610	Capstone Project for MS/MBA Dual Degree (BUS)	6

Chemistry

Required Courses in the Master of Science in Biotechnology - 23 units

1. Required Core Courses - 16 units

BINF	500	DNA & Protein Sequence Analysis . . . 3 (Prereq: BIOL 400 or consent of the instructor)
BIOL	502	Techniques in Genomics/Proteomics . . . 3 (Prereq: BIOL 400, 401 or 501 or consent of the instructor)
BIOL	503	Biotechnology Law and Regulation . . . 3
BIOL	504	Molecular Cell Biology 3 (Prereq: BIOL 300 and 400 or 501 or consent of the instructor)
BIOL	510	Tissue Culture Techniques and Stem Cell Technology 3 (Prereq: BIOL 504)
BIOL	601	Seminar in Biotechnology and Bioinformatics 1

2. Elective Courses - 7 units

Select a minimum of 7 units from the following courses:

BIOL	505	Molecular Structure 4 (Prereq: BIOL 504 or consent of the instructor)
BIOL	507	Pharmacogenomics and Pharmacoproteomics 3 (Prereq: BINF 500, BIOL 504 or consent of the instructor)
BIOL	508	Advanced Immunology 4 (Prereq: BIOL 504 or consent of the instructor)
BIOL	509	Plant Biotechnology 4 (Prereq: BIOL 504 or consent of the instructor)

Required Courses in the Master of Business Administration - 24 units

1. Required Core Courses - 18 units

BUS	510	High Performance Management . . . 3 (Corequisite: BUS 520)
BUS	520	Strategy and Leadership 3 (Corequisite: BUS 510)
BUS	530	Managing Business Operations 3 (Prereq: BUS 520; Corequisite: BUS 540)
BUS	540	Financial Reporting and Analysis . . . 3 (Prereq: BUS 520; Corequisite: BUS 530)
BUS	550	The Contemporary Firm 3 (Prereq: BUS 540)
BUS	560	The Entrepreneurial Manager 3 (Prereq: BUS 540)

2. Elective Courses - 6 units

Double-counted courses:

BINF	500	DNA and Protein Sequence Analysis . . 3 (Prereq: BIOL 400 or consent of the instructor)
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 sub-disciplines 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

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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 121	General Chemistry I	4
CHEM 122	General Chemistry II	4
CHEM 250	Quantitative Analysis	3
CHEM 251	Quantitative Analysis Laboratory	1

2. Math

MATH 150	Calculus I	4
MATH 151	Calculus II	4

3. Physics

Choose one of the following:

PHYS 100	Introduction to Physics I	4
PHYS 200	General Physics I	4

Choose one of the following:

PHYS 101	Introduction to Physics II	4
PHYS 201	General Physics II	4

Upper Division Requirements - 15 units

Students 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
CHEM 311	Organic Chemistry I	3
CHEM 312	Organic Chemistry I Laboratory	1
CHEM 314	Organic Chemistry II	3
CHEM 315	Organic Chemistry II Laboratory	1
CHEM 371	Physical Chemistry I	3
CHEM 372	Physical Chemistry Laboratory	1
CHEM 499	Chemistry Capstone	2

(Ten 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 12 units of electives from those listed below are needed, including a minimum of two lab courses denoted¹.

Students must obtain a grade of C or better in these courses to apply them to the chemistry major.

CHEM 301	Environmental Chemistry - Atmosphere and Climate	3
CHEM 302	Environmental Chemistry - Soil and Water	4 ^L
CHEM 313	Organic Chemistry I Learning Community	1
CHEM 316	Organic Chemistry II Learning Community	1
CHEM 330	The History of Science: Non-Western Origins and the Western Revolution (HIST)	3 ^L
CHEM 335	The Chemistry of the Kitchen	3 ^{L, I}
CHEM 341	Drug Discovery and Development (BUS/ECON)	3 ^L
CHEM 343	Forensic Science	3 ^{L, I}
CHEM 344	Energy and Society (PHYS)	3 ^L
CHEM 373	Physical Chemistry II	3
CHEM 410	Advanced Organic Synthesis	4 ^L
CHEM 415	Molecular Structure Determination	4 ^L
CHEM 420	Advanced Inorganic Chemistry	3
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 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

¹A maximum of 3 units of upper-division interdisciplinary GE credit (CHEM 330-349 or CHEM 430-449) may be applied as chemistry electives towards the degree.

^R No more than a combined total of 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	6
Other Courses in GE Categories A-E	39
Electives in Any Discipline	20

Bachelor of Arts Degree in Chemistry, Option in Subject Matter Preparation in Teaching Chemistry - (120 units)

Lower Division Requirements - 43-44 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 II	4
CHEM 250	Quantitative Analysis	3
CHEM 251	Quantitative Analysis Laboratory	1

2. Biology

BIOL 200	Principles of Organismal and Population Biology	4
BIOL 201	Principles of Cell and Molecular Biology	4

3. Math

MATH 150	Calculus I	4
MATH 151	Calculus II	4

4. Physics

Choose one of the following:

PHYS 100	Introduction to Physics I	4
PHYS 200	General Physics I	4

Choose one of the following:

PHYS 101	Introduction to Physics II	4
PHYS 201	General Physics II	4

5. Astronomy

Choose one of the following:

ASTR 105	Introduction to the Solar System (PHYS)	4
PHYS 107	The Stars and Beyond	3

6. Earth Science

GEOL 121	Physical Geology	4
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Upper Division Requirements - 24-25 units

Students must obtain a grade of C or better in these courses to apply them to the chemistry major.

1. Chemistry

CHEM 305	Computer Applications in Chemistry	1
CHEM 311	Organic Chemistry I	3
CHEM 312	Organic Chemistry I Laboratory	1
CHEM 314	Organic Chemistry II	3
CHEM 315	Organic Chemistry II Laboratory	1
CHEM 330	The History of Science: Non-Western Origins and the Western Revolution (HIST)	3 ^L
CHEM 371	Physical Chemistry I	3
CHEM 372	Physical Chemistry Laboratory	1
CHEM 499	Chemistry Capstone	2

2. Earth Science

Choose one of the following:

BIOL 335	The Biosphere	3
GEOL 300	Foundations of Earth Science	4

3. Education

EDUC 330	Introduction to Secondary Schooling	3
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Upper Division Chemistry Electives - 8 units

A total of 8 units of electives from those listed below are needed, lab courses are denoted ^L. Students must obtain a grade of C or better in these courses to apply them to the chemistry major.

CHEM 301	Environmental Chemistry - Atmosphere and Climate	3
CHEM 302	Environmental Chemistry - Soil and Water	4 ^L
CHEM 313	Organic Chemistry I Learning Community	1
CHEM 316	Organic Chemistry II Learning Community	1
CHEM 373	Physical Chemistry II	3
CHEM 410	Advanced Organic Synthesis	4 ^L
CHEM 415	Molecular Structure Determination	4 ^L
CHEM 420	Advanced Inorganic Chemistry	3
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 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

^R No more than a combined total of 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

39 units

American Institutions Requirement	6
Other Courses in GE Categories A-E	33
Electives in Any Discipline	4-6

Recommended Electives

Choose from the following:

Second Language

(One semester is required)

One Additional Semester of a Second Language	3
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Interdisciplinary General Education Courses

(CHEM 330 and EDUC 330 are required)

SPED 345	Individuals with Disabilities in Society (PSY)	3
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According to the GE requirements, students must take 9 units from those interdisciplinary courses numbered 330-349 and 430-449. Six of the 9 units can be double counted and three of the 9 units must be outside the major and not cross listed with the CHEM prefix.

Prerequisite Courses in Education

(For CI Credential Program)

EDUC 512	Equity, Diversity and Foundations of Schooling	3
EDUC 520	Observing and Guiding Behavior in Multicultural/Multilingual and Inclusive Classrooms	3
EDUC 521	Field Experiences	1

EDSS	515	Adolescent Development for Secondary Educators	3
ENGL	475	Language in Social Context	3

Bachelor of Science 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	121	General Chemistry I	4
CHEM	122	General Chemistry II	4
CHEM	250	Quantitative Analysis	3
CHEM	251	Quantitative Analysis Laboratory	1

2. Math

MATH	150	Calculus I	4
MATH	151	Calculus II	4

3. Physics

Choose one of the following:

PHYS	100	Introduction to Physics I	4
PHYS	200	General Physics I	4

Choose one of the following:

PHYS	101	Introduction to Physics II	4
PHYS	201	General Physics II	4

Upper Division Requirements - 22 units

Students 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
CHEM	311	Organic Chemistry I	3
CHEM	312	Organic Chemistry I Laboratory	1
CHEM	314	Organic Chemistry II	3
CHEM	315	Organic Chemistry II Laboratory	1
CHEM	371	Physical Chemistry I	3
CHEM	372	Physical Chemistry Laboratory	1
CHEM	373	Physical Chemistry II	3
CHEM	460	Biochemistry I	4
CHEM	499	Chemistry Capstone	2

(Nine units of the above courses will be counted toward lower-division GE Categories B1, B3, and B4)

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.

A total of 20 units of electives from those listed below are needed, including a minimum of three lab courses denoted ^L.

CHEM	301	Environmental Chemistry - Atmosphere and Climate	3
CHEM	302	Environmental Chemistry - Soil and Water	4 ^L
CHEM	313	Organic Chemistry I Learning Community	1
CHEM	316	Organic Chemistry II Learning Community	1

CHEM	330	The History of Science: Non-Western Origins and the Western Revolution (HIST)	3 ^L
CHEM	335	The Chemistry of the Kitchen	3 ^{L,1}
CHEM	341	Drug Discovery and Development (BUS/ECON)	3 ^L
CHEM	343	Forensic Science	3 ^{L,1}
CHEM	344	Energy and Society (PHYS)	3 ^L
CHEM	410	Advanced Organic Synthesis	4 ^L
CHEM	415	Molecular Structure Determination	4 ^L
CHEM	420	Advanced Inorganic Chemistry	3
CHEM	450	Instrumental Analysis and Laboratory	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 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

¹ A maximum of 3 units of upper-division interdisciplinary GE credit (CHEM 330-349 or CHEM 430-449) may be applied as chemistry electives towards the degree.

^R No more than a combined total of 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 . . . . .	.6
Other Courses in GE Categories A-E	39
Electives in Any Discipline . . . . .	.5

Bachelor of Science Degree in Chemistry, Biochemistry Option (120 units)

Lower Division Requirements - 36 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 II	4
CHEM	250	Quantitative Analysis	3
CHEM	251	Quantitative Analysis Laboratory	1

2. Biology

BIOL	200	Principles of Organismal and Population Biology	4
BIOL	201	Principles of Cell & Molecular Biology	4

3. Math

MATH	150	Calculus I	4
MATH	151	Calculus II	4

4. Physics

Choose one of the following:

PHYS	100	Introduction to Physics I	4
PHYS	200	General Physics I	4

Choose one of the following:

PHYS	101	Introduction to Physics II.	4
PHYS	201	General Physics II	4

Upper Division Requirements - 31 units

Students must obtain a grade of C or better in these courses to apply them to the chemistry major.

1. Chemistry

CHEM	305	Computer Applications in Chemistry . . .	1
CHEM	311	Organic Chemistry I	3
CHEM	312	Organic Chemistry I Laboratory	1
CHEM	314	Organic Chemistry II	3
CHEM	315	Organic Chemistry II Laboratory	1
CHEM	371	Physical Chemistry I	3
CHEM	372	Physical Chemistry Laboratory	1
CHEM	460	Biochemistry I	4
CHEM	461	Biochemistry II	4
CHEM	499	Chemistry Capstone	2

2. Biology

BIOL	300	Cell Biology	4
BIOL	400	Molecular Biology	4

(Twelve units of the above requirements will be counted toward lower-division GE Categories B1, B2, B3, & B4)

Upper Division Chemistry Electives - 3 units

Students must obtain a grade of C or better in these courses to apply them to the chemistry major.

A total of 3 units of electives from those listed below are needed. Lab courses are denoted ^L.

CHEM	301	Environmental Chemistry - Atmosphere and Climate	3
CHEM	302	Environmental Chemistry - Soil and Water	4 ^L
CHEM	313	Organic Chemistry I Learning Community	1
CHEM	316	Organic Chemistry II Learning Community	1
CHEM	330	The History of Science: Non-Western Origins and the Western Revolution (HIST)	3 ^L
CHEM	335	The Chemistry of the Kitchen	3 ^{L, 1}
CHEM	341	Drug Discovery and Development (BUS/ECON)	3 ^L
CHEM	343	Forensic Science	3 ^{L, 1}
CHEM	344	Energy and Society (PHYS)	3 ^L
CHEM	373	Physical Chemistry II	3
CHEM	410	Advanced Organic Synthesis	4 ^L
CHEM	415	Molecular Structure Determination	4 ^L
CHEM	420	Advanced Inorganic Chemistry	3
CHEM	450	Instrumental Analysis and Laboratory	4 ^L
CHEM	465	Bioinorganic Chemistry	4 ^L
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

¹ Upper-division interdisciplinary GE credit (CHEM 330-349 or CHEM 430-449) may be applied as chemistry electives towards the degree.

^R No more than a combined total of 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 42 units

American Institutions Requirement	6
Other Courses in GE Categories A-E	36
Electives in Any Discipline	5

Minor in Chemistry - (23 units)

Lower Division Requirements - 8 units

CHEM	121	General Chemistry I and Laboratory . . .	4
CHEM	122	General Chemistry II and Laboratory . . .	4

Upper Division Requirements - 8 units

CHEM	311	Organic Chemistry I	3
CHEM	312	Organic Chemistry I Laboratory	1
CHEM	314	Organic Chemistry II	3
CHEM	315	Organic Chemistry II Laboratory	1

Electives - 7 units

A total of 7 units of electives (CHEM 250, CHEM 251, or courses numbered 300 or higher) in addition to those required, are needed. A maximum of 3 units of upper-division interdisciplinary GE credit (CHEM 330-349 or CHEM 430-449) may be applied as chemistry electives towards the degree. 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 6 units of CHEM 492, 494, and 497 may be applied as electives.

Certificate in Chemistry - (23 units)

Lower Division Requirements - 8 units

CHEM	121	General Chemistry I and Laboratory . . .	4
CHEM	122	General Chemistry II and Laboratory . . .	4

Upper Division Requirements - 8 units

CHEM	311	Organic Chemistry I	3
CHEM	312	Organic Chemistry I Laboratory	1
CHEM	314	Organic Chemistry II	3
CHEM	315	Organic Chemistry II Laboratory	1

Electives - 7 units

A total of 7 units of electives (CHEM 250, CHEM 251, or courses numbered 300 or higher) in addition to those required, are needed. A maximum of 3 units of upper-division interdisciplinary GE credit (CHEM 330-349 or CHEM 430-449) may be applied as chemistry electives towards the degree. 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 6 units of CHEM 492, 494, and 497 may be applied as electives.

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

1. 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.
3. 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.
5. 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.

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Bachelor of Arts in Chicana/o Studies - (120 units)

Core Requirements in the Major	45-47
General Education	48
American Institution Courses	6
Electives	19-21
TOTAL	120 units

Students are encouraged to identify a minor, or possible major, in a related discipline such as English, History, Political Science, Sociology, or Spanish.

Lower Division Core Requirements 9-10 units**CHS Introductory Courses - 6 units****Select two of the following:**

CHS	100*	Chicanas/os in Contemporary Society.	3
CHS	200*	Diversity in Latina/o Communities . . .	3
CHS	292*	Chicanas/os Studies Service Learning and Civic Engagement. . . .	3

Language Requirement - 3-4 units

SPAN	202*	Intermediate Spanish II	4
		(Prereqs. SPAN 201 or Equivalent)	

or

SPAN	212*	Spanish for Heritage Speakers II . . .	4
		(Prereqs. SPAN 211 or Equivalent or Consent of the instructor)	

or

		Substitute an Upper Division Spanish course	3
		(Approved by advisor)	

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	3
		(Prereqs. ANTH 102)	
HIST	280*	The Historian's Craft	3
POLS	300	Political Science Research Methods . .	3
		(Prereqs. POLS/PSY/SOC 303)	
PSY	300	Psychological Research and Statistical Methods I	3
		(Prereqs. PSY 100, PSY 202)	
SOC	202	Introduction to Research Methods . . .	3
		(Prereqs. SOC 100)	
SOC	310	Research Methods in Sociology	4
		(Prereqs. MATH 105; SOC/PSY/POLS 303)	
		Other methods course (approved by advisor)	3

Required Course:

CHS	491	Theoretical Foundations of Chicana/o Studies.	3
		(Prereqs. CHS 331, Senior Standing, or Consent of the instructor)	

History and Society - 6 units**Select one of the following:**

HIST	360*	History of Colonial Latin America . . .	3
HIST	361*	History of Modern Latin America . . .	3
SPAN	411	Civilizations and Cultures of Latin America.	3

Select one of the following:

CHS	350†	Chicana/o History and Culture (HIST) .	3
CHS	402*	Southern California Chicana/o History and Culture (HIST)	3

Art and Culture - 3 units**Select one of the following:**

CHS	333*	History of Southern California Chicana/o Art (ART/HIST)	3
ENGL	354*	Studies in Cultural Literatures.	3
		(only when focus is Chicana/o Latina/o Literature, approved by advisor)	

Transborder Issues - 9-10 units**Required Course:**

CHS	331*	Transborder Perspectives in Chicana/o Studies.	3
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Select two of the following:

CHS	343*	Health Issues in the Latina/o Community (COMM/NRS)	3
CHS	364	Chicano English	3
CHS	383	Chicana/o-Latina/o Identity and Empowerment (PSY)	3
CHS	401	Latina/o Workers in a Global Economy	3
CHS	425	Contemporary Immigration Issues (SOC)	3
CHS	445*	Chicano Child and Adolescent (EDUC/HIST)	4
UNIV	392	International Experience.	1-3
		(Approved by advisor)	

Upper Division Electives - 9 units**Select three of the following:**

ENGL	311	Bilingual Literacy Studies/Estudios Literarios Bilingues (SPAN).	3
		(Prereqs. ENGL 103 or 105 and SPAN 202 or 212 or Consent of the instructor)	
ENGL	331*	Narratives of the Working Class (ECON/HIST/POLS/SOC)	3
ENGL	378	Contemporary Native American Authors: Telecourse.	3
HIST	334*	Narratives of Southern California (ENGL)	3
HIST	349*	History of Business and Economics in North America (BUS/ECON). . . .	3
HIST	369	California History and Culture	3
HIST	401	United States Immigration History, 1840-1945.	3
HIST	420	History of Mexico	3
HIST	421	Revolutionary Mexico, 1876-1930 . .	3
POLS	306*	The Politics of Race and Ethnicity . . .	3
SOC	352	Social Movements	3
SPAN	461	Masterpieces of Latin American Literature	3
SPAN	462	Modern Mexican Literature	3

The following courses can satisfy major requirements, depending on the topic. See Major Advisor:

CHS	490	Special Topics in Chicana/o Studies .	3
CHS	494	Independent Research	1-3
CHS	497	Directed Studies	1-3

Service Learning Capstone - 3 units

CHS	492	Internship/Service Learning	1-3
		(Prereqs. CHS 491, or Consent of instructor)	
CHS	499	Service Learning Capstone in Chicana/o Studies.	1-3

**Minor in Chicana/o Studies:
Transborder Communities - (18-20 units)****Lower Division Requirements - 6-7 units****Choose one of the following:**

CHS	100*	Chicanas/os in Contemporary Society.	3
CHS	200*	Diversity in Latina/o Communities . . .	3
CHS	292	Chicanas/os Studies Service Learning and Civic Engagement	3

Choose one of the following:

SPAN	201*	Intermediate Spanish I	4
		(Prereqs. SPAN 102 or Equivalent)	
SPAN	211*	Spanish for Heritage Speakers I. . . .	4
		(Prereqs. Consent of the instructor)	

*Courses Fulfilling GE Requirement. • †Courses Fulfilling American Institution Requirement.

Communication

Spanish Course 3
(Approved by the minor faculty advisor)

Upper Division Requirements - 12-13 units

Select four courses from the following:

CHS	331*	Transborder Perspectives in Chicana/o Studies.	3
CHS	333*	History of Southern California Chicana/o Art (ART/HIST).	3
CHS	343*	Health Issues in the Latina/o Community (COMM/NRS).	3
CHS	350†	Chicana/o History and Culture (HIST).	3
CHS	364	Chicano English	3
CHS	383	Chicana/o-Latina/o Identity and Empowerment (PSY).	3
CHS	401	Latina/o Workers in a Global Economy	3
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).	4
CHS	491	Theoretical Foundations of Chicana/o Studies. (Prereqs. CHS 331, Senior standing or Consent of instructor)	3
BUS	349*	History of Business and Economics in North America (ECON/HIST).	3
ENGL	354*	Studies In Cultural Literatures (only when focus is Chicana/o Latina/o Literature, approved by advisor)	.
HIST	360*	History of Colonial Latin America	3
HIST	361*	History of Modern Latin America	3
HIST	369	California History and Culture.	3
HIST	401	United States Immigration History, 1840-1945.	3
HIST	420	History of Mexico	3
HIST	421	Revolutionary Mexico, 1876-1930	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 Literature	3
SPAN	462	Modern Mexican Literature	3

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 9 units from those interdisciplinary courses numbered 330-349 and 430-449. Six of the 9 units can be double counted and three of the 9 units must be outside the major and not cross-listed with the CHS prefix.

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 one-on-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

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Bachelor of Arts Degree in Communication (120 units)

Lower Division	12
Upper Division	33
General Education	45
According to the GE requirements, students must take <u>2</u> units from those interdisciplinary courses numbered 330-349 and 430-449. <u>Six</u> of the <u>2</u> units can be double counted and <u>three</u> of the <u>2</u> units must be outside the major and not cross listed with the COMM prefix.	
Title V: American Institutions Requirement	6
Electives	24
TOTAL	120 units

Lower Division Requirements - 12 units

COMM 101	Public Speaking	3
COMM 200	Introduction to Communication Studies	3

Choose any two of the following:

COMM 210	Interpersonal Communication	3
COMM 211	Discerning Information in an Interconnected World (LIB)	3
COMM 220	Group Communication	3

Upper Division Requirements - 33 units

Required Courses 15 units

COMM 310	Communication Research Methods	3
COMM 320	Persuasion and Argumentation	3
COMM 321	Cultural Conversations	3
COMM 340	Conflict Management and Mediation	3
COMM 499	Capstone Project	3

Major Electives - 6 units

You may choose any two upper division COMM courses:

COMM 301	Advanced Public Speaking	3
COMM 322	Sociology of Popular Culture (SOC/ENGL)	3
COMM 331	Art, Society and Mass Media (ART)	3
COMM 335	Politics and Film (POLS)	3
COMM 336	Multicultural Literature and Communication (ENGL)	3
COMM 345	Media Literacy and Youth Culture (EDUC)	3
COMM 346	School Communication (EDUC)	3
COMM 430	Political Communication (POLS)	3
COMM 490	Special Topics	3
COMM 492	Internship	1-3
(Repeatable up to <u>6</u> units)		
COMM 494	Independent Study	1-3

Emphasis Requirements - 12 units

(Choose one emphasis below)

Environmental Communication Emphasis

COMM 443	Environmental Communication (ESRM)	3
(Prereqs. ESRM 100 and COMM 101 or 320) D, UDIGE		

Plus three electives 2 units

ANTH 332	Human Ecology (ESRM)	3
D, UDIGE		
BIOL 313	Conservation Biology (ESRM)	4
(Prereq. BIOL 200)		
BIOL 433	Ecology and the Environment	4
(Prereq. BIOL 200) B2, UDIGE		

CHEM 301	Environmental Chemistry	3
(Prereq. CHEM 122)		
COMM 450	Environmental Conflict Resolution (ESRM/POLS)	3
ENGL 337	Literature of the Environment, C2, D, UDIGE	3
ESRM 329	Environmental Law and Policy	3
(Prereq. ESRM 100)		
ESRM 340	Politics and the Environment (POLS) D	3
ESRM 341	The National Park (POLS) D	3
ESRM 342	Environmental History (HIST) D	3
ESRM 462	Coastal and Marine Resource Management	4
(Prereqs. BIOL 433, ESRM 200, 329)		
ESRM 463	Water Resources Management	4
(Prereqs. BIOL 433, ESRM 200, 329)		
ESRM 464	Land Use Planning & Open Space Management	4
(Prereqs. BIOL 433, ESRM 200, 329)		
ESRM 482	Issues in Environmental Planning & Resource Management	3
(Prereqs. BIOL 433, ECON 362, ESRM 329)		
GEO 321	Environmental Geology, B1	4

Health Communication Emphasis

COMM 441	Health Communication (NRS)	3
(Prereq. COMM 320) D, UDIGE		

Plus three electives 2 units

ANTH 443	Medical Anthropology: Cross Cultural Perspectives on Health & Healing D, UDIGE	3
BIOL 331	Biotechnology in Twenty-First Century (BUS), B2, D, UDIGE	3
BIOL 332	Cancer and Society, B2, D, UDIGE	3
BIOL 333	Emerging Public Health Issues, B2, E, UDIGE	3
BIOL 432	Principles of Epidemiology and Environmental Health, B2, D, UDIGE	3
(Prereqs. BIOL 201, CHEM 122)		
BUS 341	Drug Discovery and Development (CHEM/ECON), B1, D, UDIGE	3
CHS 343	Health Issues in the Latino/a Community (NURS), C3b	3
MGT 426	Management of Healthcare Organizations	3
(Prereq. MGT 307)		
PSY 342	Complementary and Alternative Health (NRS), C3b, E, UDIGE	3
PSY 348	Healthy Aging (SOC/NRS), D, E, UDIGE	3

Business & Nonprofit

Communication Emphasis

COMM 442	Organizational Communication	3
(Prereqs. COMM 101 and COMM 210 or 220 A1, UDIGE)		

Plus three electives 2 units

BIOL 326	Scientific & Professional Ethics (MGT)	3
COMM 333	Nonprofit Organizations (BUS/ECON/POLS)	3
D, UDIGE		
ECON 370	The World Economy	3
(Prereq. ECON 110 or 300)		

Computer Game Design & Development

ECON	444	Values and Valuables (ANTH)	3
		(Prereq ECON 110 or ANTH 102)	
ENGL	483	Technical Visual Communication	3
MGT	307	Management of Organizations	3
MGT	325	Entrepreneurial Management	3
MGT	410	Management of International Business	3
MGT	421	Human Resource Management	3
		(Prereq. MGT 307)	
MKT	310	Principles of Marketing	3
MKT	410	International Marketing Management	3
		(Prereq. MKT 310)	
POLS	320	Public Administration	3
PSY	432	Seminar in Leadership, D, E, UDIGE	3

Special Grade Requirements

* Students must receive a "C" or better in Communication courses in order to have them count towards their major.

Minor in Communication - (18 units)

The minor in Communication affords non-majors the opportunity to learn the fundamental skills necessary to interact with diverse others in a wide variety of contexts. Students will survey the field of communication studies and learn the basic skills to interact one-on-one and in small and large groups.

Lower Division Requirements - 9 units

COMM 101	Public Speaking	3
COMM 200	Introduction to Communication Studies	3

Select one of the following:

COMM 210	Interpersonal Communication	3
COMM 220	Group Communication	3
COMM 211	Discerning Information in an Interconnected World (LIB)	3

Upper Division Requirements - 9 units

Select three courses from any Upper Division COMM course

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 CI.

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.

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Minor in Computer Game Design & Development - (24-25 units)

Lower-Division Requirements - 12-13 units

(Including pre-/corequisites)

ART	205	Multimedia	3
ART	206	Animation	3
MATH	137	Strategies and Game Design	3

Select one of the following:

COMP	105	Computer Programming Introduction	3
or			
COMP	150	Object Oriented Programming	4

Upper-Division Requirements - 3 units

(Including pre-/corequisites)

COMP	437	Foundations of Computer Game Development	3
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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	Animation Media and Techniques,	3
		(ART 206)	
ART	327	Communication Design Technology: Multimedia Theory and Process	3
		(ART 206 or ART 312 or Consent of instructor)	
COMP	337	Survey of Computer Gaming	3
MGT	307	Management of Organizations	3

Courses on this list have prerequisites that may increase the number of units needed for the minor.

ART	317	Video Game Production	3
		(ART 205, ART 326)	

ART	326	Digital Media Art: 3D Computer Animation	3
		(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	3
		(COMP 150, COMP 151)	
COMP	449	Human-Computer Interaction (PSY)	3
COMP	464	Computer Graphic Systems and Design I 3	
		(COMP 150, COMP 151, COMP 162, COMP 232, COMP 262, COMP 350, MATH 240)	
COMP	469	Artificial Intelligence/Neural Nets	3
		(COMP 150, COMP 151, COMP 162, COMP 232, COMP 262, COMP 350, COMP 362)	
COMP	492	Internship	1-3
		(Upper division standing and program approval of written proposal)	
COMP	494	Independent Research	1-3
		(Upper division standing and program approval of written proposal)	
MATH	354	Analysis of Algorithms	3
		(MATH 300 and some computer programming experience)	
MATH	437	Mathematics for Game Development	3
		(MATH 137 or MATH 300)	
MATH	492	Internship	1-3
		(Upper division standing and program approval of written proposal)	
MATH	494	Independent Study	1-3
		(Upper division standing and program approval of written proposal)	
MGT	471	Project Management (MGT 307)	3



Programs Offered

- Bachelor of Science in Computer Science
- Minor in Computer Science
- Minor in Computer Game Design & Development (see Computer Game Design and Development)
- Minor in Robotics Engineering
- Master of Science in Computer Science
- Bachelor of Science in Information Technology
- Minor in Information Technology (see Information Technology)

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 biotech industries with life-learning.

Faculty

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Bachelor of Science in Computer Science - (123 units)

Special Grade Requirement

A grade of C- or better is required in all pre-requisite courses in the major

Lower Division Required Major Courses	42
Upper Division Required Major Courses	29
Upper Division Elective Major Courses	12
Elective Courses	6
General Education	28
American Institutions Requirement	6
TOTAL	123 units

Note: General Education Included in Major Requirements . 14

Lower Division Requirements - 42 units

COMP 150	Object-Oriented Programming, GE B4 .	4
COMP 151	Data Structures and Program Design . .	4
COMP 162	Computer Architecture and Assembly Language	3
COMP 232	Programming Languages	3
COMP 262	Computer Organization and Architecture	3
MATH 150	Calculus I, GE B3	4
MATH 151	Calculus II.	4
MATH 230	Logic and Mathematical Reasoning, GE A3, B3	3
MATH 240	Linear Algebra	3

Science

Choose either:

- Physics 200 General Physics I (4), Physics 201 General Physics II (4) and a course from GE section B2 (3).
- or
- Physics 200 General Physics I (4), Biology 200 Principles of Organismal and Population Biology (4), Biology 212 Neurobiology and Cognitive Science (3) GE B1 and B2

Upper Division Requirements - 41 units

Major Requirements - 29 units

COMP 350	Introduction to Software Engineering . .	3
COMP 362	Operating Systems	4
COMP 447	Societal Issues in Computing, GE B4, D, INTD.	3
COMP 454	Automata, Languages and Computation	3
COMP 491	Capstone Preparation	1
COMP 499	Capstone Project.	3
MATH 300	Discrete Mathematics.	3
MATH 352	Probability and Statistics	3
MATH 354	Analysis of Algorithms	3

Choose three units from the following:

COMP 420	Database Theory and Design	3
COMP 464	Computer Graphic Systems and Design I	3

Electives - 12 units

Choose 12 Elective units from:

COMP 345	Digital Image Processing,	3
	(MATH/PHYS) GE B1, B4, INTD	
COMP 351	Distributed Computing	3
COMP 420	Database Theory and Design	3

COMP 421	Unix for Programmers.	3
COMP 424	Computer System Security.	3
COMP 425	Computer Game Programming	3
COMP 429	Computer Networks	3
COMP 445	Image Analysis & Pattern Recognition, (MATH/PHYS), GE B1, B4, INTD. . . .	3
COMP 451	Advanced Object Oriented Programming	3
COMP 452	Computational Bioinformatics (MATH)	4
COMP 462	Embedded Systems	3
COMP 464	Computer Graphic Systems and Design	3
COMP 469	Artificial Intelligence/Neural Nets . . .	3
COMP 490	Topics in Computer Science.	3
COMP 492	Internship	1-3
COMP 494	Independent Research	1-3
COMP 497	Directed Studies	3
ENGL 482	Technical Writing	3
IT 380	Web Programming.	3
IT 400	eCommerce	3
IT 402	Advanced Web Programming.	3
MATH 429	Operations Research	3
MATH 448	Scientific Computing, GE B3, B4, INTD	3

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 objectoriented 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 - 11-14 units

COMP 105	Computer Programming Introduction . .	3
<i>*This course is waived for students with equivalent programming experience</i>		
COMP 150	Object Oriented Programming	4
COMP 151	Data Structures and Program Design . .	4
COMP 162	Computer Architecture and Assembly. .	3

Upper Division Requirements - 9 units

Three upper-division courses from the CS program approved by the advisor.

Minor in Robotics Engineering - (24 units)

After completing the courses in the minor, students will be able to explain the interaction between hardware and software. They will be able to describe the role of an operating system in managing the resources of a computer. On the hardware side they will be able to build, test and use analog and digital circuits. They will be able to demonstrate the role of electronics in data acquisition, metrology and control of devices. On the software side they will be able to design, implement and test algorithms in both C and a representative assembly language. They will build one or more robotics systems, directly experiencing the challenges and solutions such an implementation requires.

Requirements 24 units

Required Courses - 18 units

COMP 162	Computer Architecture and Assembly Language	3
COMP 362	Operating Systems	4
COMP 462	Embedded Systems	3
COMP 491	Capstone Preparation	1
COMP 499	Capstone	3
PHYS 310	Electronics.	4

Elective Courses - 6 units

Choose 2 courses from:

COMP 445	Image Analysis & Pattern Recognition, (MATH/PHYS), GE B1, B4, UDIGE.	3
COMP 469	Artificial Intelligence and Neural Nets .	3
MATH 437	Mathematics for Games, Simulations and Robotics, GE B3, UDIGE.	3

Master of Science in Computer Science (32 units)

(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.

Admission

Students seeking admission are expected to have an undergraduate degree in Computer Science. 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.



Candidates with undergraduate degrees from other disciplines will be considered on a case-by-case basis and may be provisionally accepted. The conditions will usually include a selection of foundation Computer Science and Math courses as determined by the admission committee.

The current guidelines and admission procedures are described in detail 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.

Note: Any remedial courses are in addition to the following graduation requirements

Required Coursework - 32 units

Graduate Seminar	2
Master Thesis	6
Electives	24

Required Courses - 8 units*

COMP 599	Graduate Seminar	1
COMP 597	Master Thesis	1-3

*Required: 2 units of 599 and 6 units of 597

Electives - 24 units

COMP 510	Advanced Image Analysis Techniques (MATH/PHYS).	3
COMP 520	Advanced Database Systems	3
COMP 524	Security	3
COMP 529	Network Computing	3
COMP 546	Pattern Recognition (MATH/PHYS).	3
COMP 549	Human-Computer Interaction	3

COMP 550	Advanced Software Engineering.	3
COMP 554	Algorithms (MATH).	3
COMP 566	Geometry and Computer Graphics	3
COMP 569	Artificial Intelligence	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 (MATH)	3
COMP 590	Special Topics in Computer Science	3

To accommodate the need to acquire multidisciplinary experience and knowledge beneficial to their research, MSCS students may take up to 6 units of any other course upon obtaining authorization from the MSCS program director in consultation with the Master Thesis advisor.

Graduate students may also get credit for taking 400-level courses under some exceptional circumstances. Permission to take such a course has to be granted by the program director in consultation with the Master Thesis advisor and the course instructor prior to enrolling into the course. No more than 9 units can be credited in this way.

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.

Early Childhood Studies

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, and health and human services. These careers include infant/toddler and preschool teachers, early interventionists, and 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.

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Bachelor of Arts Degree in Early Childhood Studies - (120 units)

Lower Division Requirements	18-19
Upper Division Requirements	48
American Institutions Requirement . . . . .	.6
University Electives	48
TOTAL	120 units

Lower Division Requirements - 18-19 units

ART	102	Multicultural Children's Art, GE C1, C3b	3
ECS	101	Introduction to Early Childhood Education, GE D.	3
ECS	150	Foundations of Child and Adolescent Development (PSY)	3
ECS	221	Child, Family and Community in California in the 21st Century.	3
ENGL	212	Introduction to Children's Literature	3

Spanish College Level - 3-4 units

Select one of the following:

SPAN	101	Elementary Spanish I, GE C3a	4
SPAN	102	Elementary Spanish II, GE C3a	4
SPAN	201	Intermediate Spanish I, GE C3a, C3b	4
SPAN	202	Intermediate Spanish II, GE C3a, C3b	4

SPAN	211	Spanish for Heritage Speakers I, GE C3a	4
SPAN	212	Spanish for Heritage Speakers II, GE C3a	4
SPAN	301	Advanced Spanish: Part I.	3
SPAN	302	Advanced Spanish: Part II.	3

Upper Division Requirements - 48 units

ECS	320	Early Childhood Service Delivery Models and Programs for Young Children . . .	3
ECS	322	Early Childhood Program Administration	3
ECS	325	Typical and Atypical Development: Birth-Age 8	3
ECS	456	Working with Parents.	3
ECS	460	Infant/Toddler Assessment and Intervention	3
ECS	461	Infant/Toddler Student Teaching and Seminar	4
ECS	462	Theory, Methods, and Applications in Bilingual Education.	3
ECS	463	Consultation and Communication with Families and Professionals. (<i>Senior standing</i>)	3
ECS	468	Early Numeracy and Literacy for Children Ages 3-8	3
ECS	470	Preschool/Primary Assessment and Teaching Strategies.	3
ECS	471	Preschool/Primary Student Teaching and Seminar	4
EDUC	512	Equity, Diversity and Foundations of Schooling, GE C3b (<i>Senior standing</i>)	3
ENGL	475	Language in Social Context	3
HLTH	322	Health Issues in Education, GE E . . .	2
PHED	302	Motor Learning, Fitness and Development in Children, GE E	2
SPED	345	Individuals with Disabilities in Society (PSY), GE D, E, INTD	3

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

Additional courses:

COMP	101	Computer Literacy, GE B4	3
HIST	211	World Civilizations: Origins to 1500, GE D	3
HIST	369	California History & Culture	3
MATH	208	Modern Mathematics for Elementary Teaching I: Numbers & Problem Solving, GE B3	3
MATH	308	Modern Mathematics for Elementary School Teaching II-Geometry, Probability and Statistics	3
PHSC	170	Foundations in Physical Science, GE B1	4

Economics



MARTIN V. SMITH
**SCHOOL of
BUSINESS &
ECONOMICS**

Programs Offered

- Bachelor of Arts in Economics
 - Option in International Economics
 - Option in Managerial Economics
- Minor in Economics

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 encouraged to select one of the two options: International Economics or Managerial Economics and also pursue minors to deepen their connections to other disciplines.

Careers

The Martin V. Smith School of Business and Economics programs prepares 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 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 results.
- Communicate effectively in written, spoken and graphical form about economic issues.

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Bachelor of Arts in Economics - (120 units)

Lower Division Major Requirements	9-10
Upper Division (UD) Major Requirements	19
UD Major Electives Requirements or Option	12-17
General Education Requirement	48
American Institutions Requirement	6
Free Electives	20-26
TOTAL	120 units

Lower Division Major Requirements**9-10 units**

ECON 110	Principles of Microeconomics	3
ECON 111	Principles of Macroeconomics	3

Select either:

MATH 140	Calculus for Business Applications	3
<i>(Prereq: Passing Score on Calculus Placement Exam or MATH 101 or 105)</i>		

or

MATH 150	Calculus I	4
<i>(Prereq: Passing Score on Calculus Placement Exam or MATH 101 or 105)</i>		

Upper Division Major Requirements - 19 units

ECON 310	Intermediate Microeconomics	3
<i>(Prereq: ECON 110, 111 & MATH 140 or 150)</i>		
ECON 311	Intermediate Macroeconomics.	3
<i>(Prereq: ECON 110, 111 & MATH 140 or 150)</i>		
ECON 488	Econometrics	4
<i>(Prereq: MATH 202 or 329 or 352, ECON 310 or 329 & MATH 150)</i>		
ECON 496	Seminar in Economic Analysis.	3
<i>(Prereq: ECON 310 & 311)</i>		
ECON 499	Capstone	3
<i>(Prereq: ECON 310, 311, 488 & senior standing)</i>		

Select either:

MATH 329	Applied Statistics for Business and Economics	3
<i>(Prereq: MATH 101 or 105)</i>		

or

MATH 352	Probability and Statistics	3
<i>(Prereq: MATH 151)</i>		

Upper Division Major Elective Requirements 12 units

Select a minimum of four upper division courses in economics (or approved courses outside of economics) as follows:

- A minimum of two courses must be taken from interdisciplinary courses offered by Economics.
ECON 330-349 or 430-449 course 3
ECON 330-349 or 430-449 course 3
- A minimum of two economics courses at the 400 level.
ECON 400 level course 3
ECON 400 level course 3

Note: ECON 492 may not be taken to fulfill the requirements of the economics major. ECON 497 must be taken for 3 units in order to be applied to the major.

Options - 12-17 units

In lieu of the Upper Division Electives above, students may choose to complete one of the following Options:

1. International Economics Option - 17 units

Select a minimum of two courses in the same foreign language or equivalent. [for example, SPAN 101 and 102] *ASL courses will not be accepted.*

Foreign Language I	4
Foreign Language II.	4

Note: This requirement represents one additional course beyond the CI foreign language requirement.

Select a minimum of three upper division courses in economics (or approved courses outside of economics) as follows:

ECON	471	International Trade	3
		(Prereq: ECON 310 or 329)	
ECON	473	Development Economics	3
		(Prereq: ECON 310 or 311)	

Select one of the following:

ECON	370	The World Economy	3
		(Prereq: ECON 111)	
ECON	444	Values and Valuables (ANTH)	3
		(Prereq: ANTH 102 or ECON 110)	
ECON	472	International Macroeconomics	3
		(Prereq: ECON 311 or 320)	
POLS	328	United States Foreign Policy	3

Note: ECON 492 and 497 may not be taken to meet the requirements of the economics major.

2. Managerial Economics Option - 12 units

Select a minimum of four upper division courses in economics (or approved courses outside of economics) as follows:

FIN	300	Business Finance	3
		(Prereq: ACCT 220 & MATH 140 or 150)	

Select either:

ECON	320	Money and Banking	3
		(Prereq: ECON 110, 111 & MATH 140 or 150)	

or

ECON	329	Managerial Economics	3
		(Prereq: ECON 110, 111 & MATH 140 or 150)	

Select either:

ECON	471	International Trade	3
		(Prereq: ECON 310 or 329)	

or

ECON	472	International Macroeconomics	3
		(Prereq: ECON 311 or 320)	

- A minimum of one course must be taken from cross-disciplinary courses offered by Economics.
ECON 330-349 or 430-449 course 3

Note: Students selecting this emphasis must take either ECON 320 or 329, but may not take both courses for credit in the major.

Note: ECON 492 may not be taken to fulfill the requirements of the economics major. ECON 497 must be taken for 3 units in order to be applied to the major.

Supporting & Other GE Requirements

75-81 units

General Education	48
American Institutions	6
Free Electives	21-27

Minor in Economics - (21-22 units)

The economics minor familiarizes students with the tools of economic analysis, and applies these tools to economic decisions made by individuals in their personal and professional lives, and to the workings of national economies and the world economy.

Careers

The economics minor is suitable for students desiring careers in all fields of business, education, journalism, law and government.

Lower Division Requirements - 9-10 units

ECON	110	Principles of Microeconomics	3
ECON	111	Principles of Macroeconomics	3

Select either:

MATH	140	Calculus for Business Applications	3
		(Prereq: Calculus Placement Exam or MATH 101 or 105)	

or

MATH	150	Calculus I	4
		(Prereq: Calculus Placement Exam or MATH 105)	

Upper Division Requirements - 6 units

Select either:

ECON	310	Intermediate Microeconomics	3
		(Prereq: ECON 110, 111, and MATH 140 or 150)	

or

ECON	329	Managerial Economics	3
		(Prereq: ECON 110, 111, and MATH 140 or 150)	

Select either:

ECON	311	Intermediate Macroeconomics	3
		(Prereq: ECON 110, 111, and MATH 140 or 150)	

or

ECON	320	Money and Banking	3
		(Prereq: ECON 110, 111, and MATH 140 or 150)	

Electives - 6 units

Additional upper division courses in economics. (Minimum total of 21 units)

Note: For Business Majors only

Courses used to fulfill Upper Division Interdisciplinary and Emphasis requirements may not be used (double counted) for ECON minor electives.

School of Education

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 Mild to Moderate Teaching Credential
- Master of Arts in Education
 - Educational Leadership
 - Special Education
 - Curriculum and Instruction
- Administrative Services Credential
- Bilingual Authorization to accompany Multiple Subject, Single Subject or Education Specialist Teaching Credential
- Bilingual Authorization for experienced Credentialed 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 Services and Field Placement

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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

1. **Application** — Apply to both the University Admissions office and the School of Education. Applications to 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	3

EDUC	521	Field Experience	1
PSY	345	Individuals with Disabilities in Society (SPED)	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

And either:

CHS	350	Chicana/o History and Culture (HIST)	3
or			
EDUC	445	Chicano Child and Adolescent	4

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 60 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.
9. **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.
11. **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/CS17_testselection.asp

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 - 40 units Multiple Subject Credential with Bilingual Authorization - 46 units

EDMS	522	Literacy 1: Multicultural/Multilingual . . .	4
EDMS	523	Literacy 2: Multicultural/Multilingual . . .	4
EDMS	525	Modern Methods in Mathematics Teaching to Grades K-3	3
EDMS	526	Modern Methods in Mathematics Teaching to Grades 4-6	2
EDMS	527	History, Social Studies and Integrated Arts	4
EDMS	529	Science, Health & Physical Education . . .	4
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 Multiple Subject	6
EDMS	576	Advanced Student Teaching Seminar Multiple Subject	2
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 enroll in the full-time program **40 units (46 units with Bilingual Authorization)**. Students planning to take three to six semesters to complete the program (**42+ units, or 48+ 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

1. **Application** — Apply to both the University Admissions office and the School of Education. 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 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.

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	3
EDUC	521	Field Experience	1
ENGL	475	Language in Social Context	3
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

And either:

CHS/HIST	350	Chicano/a History and Culture	3
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or

EDUC	445	Chicano Child and Adolescent	4
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5. **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 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 to be admitted into the Single Subject Credential Program offered at CI. 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.
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 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/CS17_testselection.asp

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	2
EDSS	560	Access to Learning: Special Needs Learners	2
EDSS	570	Field Experience Middle School (Part-time program only).	1
EDSS	571	Student Teaching Seminar-Middle School	2
EDSS	575	Student Teaching Middle School.	6
EDSS	580	Field Experience High School (Part-time program only).	1
EDSS	581	Student Teaching Seminar-High School	2
EDSS	585	Student Teaching High School.	6

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

Students take two courses from one of the following subject matter areas: mathematics, science, English, or history/social studies:

Students seeking a Single Subject Credential in mathematics take the following courses:

EDSS	531	Teaching Mathematics in Middle Schools	3
EDSS	541	Teaching Mathematics in High Schools	4

Students seeking a Single Subject Credential in science take the following courses:

EDSS	532	Teaching Science in Middle Schools	3
EDSS	542	Teaching Science in High Schools	4

Student seeking a Single Subject Credential in English take the following courses:

EDSS	533	Teaching English in Middle Schools . . .	3
EDSS	543	Teaching English in High Schools . . .	4

Student seeking a Single Subject Credential in History/Social Studies take the following courses:

EDSS	534	Teaching Social Studies in Middle Schools	3
EDSS	543	Teaching Social Studies in High Schools	4

Students completing the program in two semesters should enroll in the full-time program 30 units (36 units with Bilingual Authorization). Students planning to take three to six semesters to complete the program should enroll in the part-time program 31-34 units (37-40 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 Admissions office and the School of Education. 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	475	Language in Social Context	3
EDUC	512	Equity, Diversity and Foundations 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	3
EDML	617	The Socio-cultural Context of Schooling: Teaching and Learning in a Bilingual-Multicultural Context	3

And either:

CHS/HIST	350	Chicano/a History and Culture	3
or			
EDUC	445	Chicano Child and Adolescent	4

5. **U.S. Constitution** — Knowledge of the U.S. Constitution demonstrated by completion of 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 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.
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.

Certification in adult, infant and child Cardiopulmonary Resuscitation (CPR) competency is required by the CCTC for initial issuance of a teaching credential.

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/CS17_testselection.asp

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	4
SPED	541	Foundations of Special Education	3
SPED	542+	Managing Learning Environments	3
SPED	543+	Curriculum and Instruction for Special Education I	4
SPED	544+	Curriculum and Instruction for Special Education II	4
SPED	545+	Assessment of Students with Disabilities	3
SPED	560	Access to Learning: A Focus on Individual Differences	2
SPED	570	Student Teaching in Special Education I	6
SPED	571	Student Teaching Seminar	1
SPED	580	Student Teaching in Special Education II	6
SPED	581	Student Teaching Seminar	2

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

+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 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	3
SPED	542	Managing Learning Environments	3
SPED	543	Curriculum and Instruction for Special Education I	4
SPED	544	Curriculum and Instruction for Special Education II	4
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 <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.

* Interns must enroll in SPED 585 each semester.

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/CS17_testselection.asp

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. Three specializations are offered:

- Educational Leadership
- Special Education
- Curriculum and Instruction

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 30 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 Administrative 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

1. **Application** — Apply to both the University Admissions office and the School of Education.
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 School of Education.
5. **Experience** — Documentation of at least three years of full-time successful teaching experience (substitute or parttime 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:
EDUC 561 Teaching with Technology. 3
or equivalent
- 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
EDUC 615	Principles of Educational Research	3

Select either:

EDUC 616	Masters Thesis	1-3
	(Continuing registration required)	
or		
EDUC 618	Comprehensive Examination	1-3
or		
EDUC 619	Masters Project	1-3

Required Courses for Specialization in Educational Leadership - 27 units

EDPL 610	Foundations of Curriculum, Instruction and Assessment	3
EDPL 620	Instructional Leadership of the Collaborative Inclusive School	3
EDPL 621	Law and School Management	3
EDPL 622	School Finance and Principles of Applied Leadership.	3
EDPL 623	Understanding and Influencing Organizations in Diverse Communities .	3
EDPL 624	Human Resource Management in Education Settings	3
EDPL 625	Building Collaborative, Inclusive Learning Communities	3

EDPL 631	Professional Development/Fieldwork I .	2
EDPL 632	Professional Development/Fieldwork II .	4

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.
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.

Prerequisites

An approved teaching credential and teaching experience.

Masters Core Courses - 9 units

EDUC	605	Education in a Diverse Society	3
EDUC	615	Principles of Educational Research . . .	3

Select either:

EDUC	616*	Masters Thesis	1-3
<i>(Continuing registration required)</i>			

or

EDUC	618	Comprehensive Examination	1-3
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or

EDUC	619	Masters Project	1-3
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* (MA students in the Special Education Specialization must take 3 units of EDUC 616 or 3 units of EDUC 618 or 3 units of 619.)

Required Courses for Master of Arts:

Special Education - 18 units

SPED	541	Foundations of Special Education . . .	3
SPED	542	Managing Learning Environments . . .	3
SPED	641	Advanced Perspectives in Special Education	3
SPED	643	Advanced Assessment and Instructional Practices for Diverse Learners	3
SPED	690	Advanced Topics: Special Education . .	3
EDUC	617	Action Research	3

Electives - 3 units

In addition choose one course from the following list:

EDCI	602	Issues in Secondary Education	3
EDCI	610	Research on Teaching	3
SPED	655	Historical and Contemporary Portraits of Disabilities and Special Education . . .	3
EDUC	431	Education Policy and Politics (POLS) . .	3
EDUC	661	Advanced Teaching with Technology . .	3
EDPL	610	Foundations of Curriculum, Instruction and Assessment	3
EDPL	620	Instructional Leadership of the Collaborative Inclusive School	3
EDPL	621	Law and School Management	3
EDPL	622	School Finance and Principles of Applied Leadership	3
EDPL	623	Understanding and Influencing Organizations in Diverse Communities .	3
EDPL	624	Human Resource Management in Education Settings	3
EDPL	625	Building Collaborative, Inclusive Learning Communities	3
SOC	418	Sociology of Education	3
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.

Master of Arts in Education: Curriculum and Instruction

Curriculum and Instruction Specialization

32-34 units

The Master of Arts in Education provides advance preparation for educational professionals and leaders. The specialization in Curriculum and Instruction (C&I) is intended for educators who are seeking to enhance their knowledge and skills in curriculum, teaching and learning, educational research and assessment towards promoting student learning.

Careers

A Master of Arts in Education with a specialization in Curriculum and Instruction offers the opportunity for PreK-12 teachers to enhance their knowledge and skills as they pertain to the PreK-12 classroom. By combining theory and practice teachers will be able to improve their own classroom practices, be in a position to assume instructional leadership, curriculum design roles, and professional training in their schools or districts. This specialization positions educators to pursue graduate work at the doctoral level.

Admissions Requirements

1. **Application** — Apply to both the University Admissions office and the School of Education.
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. Must have a BA or BS degree. Cumulative grade point average of 3.0 in the last 60 units is required to be accepted into the Master of Education Curriculum and Instruction Specialization.
3. **Experience** — Documentation of at least one year of successful teaching experience.
4. **Two Letters of Recommendation** — Two letters of recommendation from professionals who are knowledgeable of the candidate's professional work, one of whom is the candidate's current school administrator or employer.
5. **Interview** — Interview with School of Education Admissions Committee.
6. **Writing Sample** — A written statement of purpose (500-600 word essay) describing why the candidate desires to pursue a Master of Education in Curriculum and Instruction. This essay will include reflection on teacher preparation experiences thus far, personal professional goals, and ways in which the candidate's knowledge and skills will be developed to achieve these goals.

Prerequisites

An approved teaching credential and/or a minimum of one year teaching experience.

Masters Core Courses - 7-9 units

EDUC	605	Education in a Diverse Society	3
EDUC	615	Principles of Educational Research . . .	3

Select either:

EDUC	616	Masters Thesis	1-3
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or

EDUC	618	Comprehensive Examination	1-3
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or

EDUC	619	Masters Project	1-3
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Required Courses for Specialization in Curriculum and Instruction - 10 units

EDCI	600	Curriculum: History and Analysis.	3
EDCI	605	Assessment in the Classroom	4
EDCI	610	Research on Teaching	3

Electives - 15 units

(Six units must have an EDCI Prefix; 9 units must be 500-level and higher; Up to 6 units may be transferred from credential coursework or 500-level or higher education courses.)

EDCI	630	Advanced Issues in Early Childhood Studies	3
EDCI	635	Research, Policy, and Practice with Families and Young Children	3
EDCI	640	Issues in Elementary Education.	3
EDCI	641	Advanced Math Methods.	3
EDCI	642	Science Education - Advanced Methods	3
EDCI	643	English Education - Advanced Methods	3
EDCI	645	Issues in Secondary Education.	3
EDCI	650	Cooperative Learning.	3
EDCI	655	Advanced Classroom Management Theory.	3
EDUC	431	Education Policy and Politics (POLS cross listed)	3
EDUC	650	Critical Friends Group as Professional Learning Community	3
EDUC	661	Advanced Teaching with Technology.	3
EDML	617	The Socio-cultural Context of Schooling: Teaching & Learning in a Bilingual-Multicultural Context	3
EDPL	610	Foundations of Curriculum, Instruction and Assessment	3
EDPL	620	Instructional Leadership of the Collaborative Inclusive School.	3
EDPL	621	Law and School Management	3
EDPL	622	School Finance and Principles of Applied Leadership	3
EDPL	623	Understanding and Influencing Organizations in Diverse Communities	3
EDPL	624	Human Resource Management in Education Settings	3
EDPL	625	Building Collaborative, Inclusive Learning Communities	3
SPED	655	Historical and Contemporary Portraits of Disabilities and Special Education.	3

Select 600 level MA in English courses

- with consent of instructor.*

Select 400 level and above Mathematics courses

- with consent of instructor.*

All 400 level and above Biology courses

- with consent of instructor.*

All 400 level and above History courses

- with consent of instructor.*

* See MA in Education Program Advisor for a list of available elective courses in these areas.

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+.

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 CIAD, 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/CS17_testselection.asp

The Following Course Work or Equivalent Must Be Completed:

The Culture Of Emphasis - 6-7 units

HIST	361	Modern Latin American History	3
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And either:

CHS/HIST	350	Chicano/A History And Culture	3
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or

EDUC	45	Chicano Child and Adolescent	4
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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/CS17_testselection.asp

Bilingual Education And Bilingualism, Intercultural Communication, Instruction and Assessment - 9 units

EDM	563	Primary Language Schooling in the US, Grades K-12 1	3
EDML	564	Primary Language Schooling in the US, Grades K-12 2	3
EDML	617	The Socio-cultural Context of Schooling: Teaching and Learning in a Bilingual-Multicultural Context	3

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 copywriter, 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

Bradley Monsma, Ph.D., Professor of English and Chair of the English Program, Academic Advisor of English Program

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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 12 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 Division Requirements - 24 units

The upper division English core is designed to provide students with a broad background in literature, solid foundations in theory and criticism, and experience in writing to learn.

ENGL 315	Introduction to Language Structure and Linguistics	3
ENGL 330	Interdisciplinary Writing	3
ENGL 349	Perspectives on Multicultural Literature	3
ENGL 360	Literary Theory	3
ENGL 499	Capstone Project/ Senior Seminar.	3

Select two of the following three courses:

ENGL	325	Major Non-Western Authors	3
ENGL	326	Major British & European Authors	3
ENGL	327	Major American Authors	3

Select one of the following two courses:

ENGL	332	Teaching Dramatic Literature (PATH)	3
ENGL	410	Shakespeare's Plays (PATH)	3

Required Sequence - 6 units

The sequence requirement allows students to explore an area of interest in more depth. Students choose one of the following sequences.

Sequence A

ENGL	354	Studies in Cultural Literatures.	3
<i>(Repeatable by Topic)</i>			

Plus one of the following courses:

ENGL	311	Bilingual Literary Studies/Estudios Literarios Bilingües (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	430	Tradition and Transformation: Literature, History and Cultural Change (HIST)	3
ENGL	432	Arts of the Harlem Renaissance (ART/PAMU)	3
ENGL	433	Gay/Lesbian/Bisexual/Transgender Studies (GEND)	3

or**Sequence B**

ENGL	260	Perspectives in Creative Writing	3
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Plus one of the following courses:

ENGL	461	Fiction Writing	3
<i>(Repeatable up to <u>6</u> units)</i>			
ENGL	462	Poetry Writing	3
<i>(Repeatable up to <u>6</u> units)</i>			
ENGL	463	Writing for the Stage	3
<i>(Repeatable up to <u>6</u> units)</i>			
ENGL	464	Creative Nonfiction	3
<i>(Repeatable up to <u>6</u> units)</i>			
ENGL	466	Screenwriting (PA)	3
<i>(Repeatable up to <u>6</u> units)</i>			

or**Sequence C**

ENGL	475	Language in Social Context.	3
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Plus one of the following courses:

ENGL	477	Adolescent Literature	3
ENGL	478	Writing as Reflective Practice	3

or**Sequence D**

ENGL	482	Technical and Business Writing	3
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Plus one of the following courses:

ENGL	480	Introduction to Grantwriting	3
ENGL	483	Technical Visual Communication	3

Electives - 6 units

(Courses used to meet the major requirements above cannot be selected as electives)

ENGL	210	Themes In World Literature	3
ENGL	251	Secrets of Academic Writing	3
ENGL	260	Perspectives in Creative Writing	3
ENGL	311	Bilingual Literary Studies/Estudios Literarios Bilingües (SPAN).	3
ENGL	325	Major Non-Western Authors	3
ENGL	326	Major British and European Authors	3
ENGL	327	Major American Authors	3
ENGL	328	Mythology	3
ENGL	331	Narratives of the Working Class (ECON/HIST/SOC/POLS)	3
ENGL	332	Teaching Dramatic Literature (PATH)	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	337	Literature of the Environment	3
ENGL	338	Science and Conscience (PHYS)	3
ENGL	339	Psychology and Literature (PSY)	3
ENGL	340	Business and Economics in American Literature (BUS/ECON).	3
ENGL	341	Modern American Drama and Theatre (PATH)	3
ENGL	342	Modern British and European Drama And Theatre (PATH).	3
ENGL	344	World Drama and Theatre (PATH)	3
ENGL	354	Studies in Cultural Literatures.	3
<i>(Repeatable by topic)</i>			
ENGL	378	Contemporary Native American Authors: Telecourse	3
ENGL	400	Contemporary Literature	3
ENGL	410	Shakespeare's Plays (PATH)	3
ENGL	412	Drama of Ancient Greece (PATH)	3
ENGL	430	Tradition and Transformation: Literature, History & Cultural Change (HIST)	3
ENGL	431	European Renaissance Literature & Art (ART)	3
ENGL	432	Arts of the Harlem Renaissance (ART/PAMU)	3
ENGL	433	Gay/Lesbian/Bisexual/Transgender Studies (GEND)	3
ENGL	444	Original Practice in Renaissance Drama (PATH)	3
ENGL	456	Women's Fiction	3
ENGL	461	Fiction Writing	3
ENGL	462	Poetry Writing	3
ENGL	463	Writing for the Stage	3
ENGL	464	Creative Nonfiction	3
ENGL	466	Screenwriting (PA)	3
ENGL	474	Approaches to English Grammar	3
ENGL	475	Language in Social Context.	3
ENGL	477	Adolescent Literature	3
ENGL	478	Writing as Reflective Practice	3
ENGL	482	Technical and Business Writing	3
ENGL	483	Technical Visual Communication	3

Required Supporting and Other GE Courses**72 units**

Electives	18
American Institutions Requirement	6
General Education	48
<u>6</u> units of UDIGE can be double counted in the major	
<u>3</u> units must be outside the major <u>and outside any optional emphasis.</u>	

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 9 units from at least two other genre courses, giving them a total of 12 upper division Creative Writing course credits:

ENGL 461	Fiction Writing.	3
	(Repeatable up to <u>6</u> units)	
ENGL 462	Poetry Writing	3
	(Repeatable up to <u>6</u> units)	
ENGL 463	Writing for the Stage and Screen . . .	3
	(Repeatable up to <u>6</u> units)	
ENGL 464	Creative Non-Fiction	3
	(Repeatable up to <u>6</u> units)	
ENGL 466	Screenwriting (PA)	3
	(Repeatable up to <u>6</u> units)	

plus

ENGL 465	Creative Writing Project	3
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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 9 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.	3
	(Repeatable by topic)	
ENGL 430	Tradition and Transformation: Literature, History, and Cultural Change (HIST) . .	3
ENGL 432	Arts of the Harlem Renaissance (ART/PAMU)	3

ENGL 433	Gay/Lesbian/Bisexual/Transgender Studies (GEND)	3
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plus

ENGL 454	Multicultural Literature Project/Seminar .	3
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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 6 units of electives that are required for the English BA are incorporated into this emphasis and there is no need for an additional 6 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 15 units from the following:

ENGL 210	Themes in World Literature	3
ENGL 474	Approaches to English Grammar . . .	3
ENGL 477	Adolescent Literature	3
ENGL 478	Writing as Reflective Practice	3
EDUC 330	Introduction to Secondary Schooling . .	3
COMM 345	Media Literacy And Youth Culture (EDUC)	3

Certificate in Technical Writing - (18 units)***(Open to All Students)***

The Certificate in Technical Writing is designed to provide students who are interested in the use of technical writing with industry skills and knowledge. Specifically, by completion of the program, certificate students will be able to:

1. Create professional written, oral, and visual communication for specific purposes and diverse audiences and contexts.
2. Apply structural and stylistic conventions appropriate to the industry.
3. Employ industry-specific software to design, create, and/or select multimedia components and integrate them into print, broadcast, and online media-rich resources.
4. Gain access to scientific and technical concepts using research techniques and translate the concepts into relatable ideas in natural language.
5. Apply the process of writing and the processes of the industry to develop technical documents in a variety of contexts.
6. Utilize professional communication skills both collaboratively and individually to produce materials, resolve problems and formulate solutions.
7. Prepare for employment opportunities in technical writing locally, regionally, and nationally.

The certificate requires the following (Note that students may not double count courses in the certificate toward their required sequence in the English major): 15-18 units

ENGL 330	Interdisciplinary Writing.	3
ENGL 480	Introduction to Grantwriting	3
ENGL 482	Technical and Business Writing	3
ENGL 483	Technical Visual Communication	3
ENGL 492	Internship	3

Plus one of the following software courses*:

IT	280	Web Programming (Recommended)	3
ART	108	Visual Technologies	3
ART	204	Graphic Design	3
ART	205	Multimedia	3
COMP	102	Web Development	3

*Students may petition for exception with evidence of 1-year active membership on the CI Campus Yearbook (or CI Newspaper) and evidence of proficiency in current software.

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	3
ENGL	150	British and European Literature I	3
ENGL	220	American Literature II	3
ENGL	250	British and European Literature II	3

Upper Division Requirements - 9 units

ENGL	330	Interdisciplinary Writing	3
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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	210	Themes in World Literature	3
ENGL	251	Secrets of Academic Writing	3
ENGL	260	Perspectives in Creative Writing	3
ENGL	311	Bilingual Literary Studies/Estudios Literarios Bilingües (SPAN)	3
ENGL	315	Introduction to Language Structure and Linguistics	3
ENGL	325	Major Non-Western Authors	3
ENGL	326	Major British and European Authors	3
ENGL	327	Major American Authors	3
ENGL	328	Mythology	3
ENGL	331	Narratives of the Working Class (ECON/HIST/POLS/SOC)	3
ENGL	332	Teaching Dramatic Literature (PATH)	3

ENGL	333	Multicultural Drama in Performance and 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	337	Literature of the Environment	3
ENGL	338	Science and Conscience (PHYS)	3
ENGL	339	Psychology and Literature (PSY)	3
ENGL	340	Business and Economics in American Literature (BUS/ECON)	3
ENGL	341	Modern American Drama and Theatre (PATH)	3
ENGL	342	Modern British and European Drama And Theatre (PATH)	3
ENGL	344	World Drama and Theatre (PATH)	3
ENGL	349	Perspectives on Multicultural Literature	3
ENGL	354	Studies In Cultural Literatures (Repeatable by topic)	3
ENGL	360	Literary Theory	3
ENGL	378	Contemporary Native American Authors: Telecourse	3
ENGL	400	Contemporary Literature	3
ENGL	410	Shakespeare's Plays (PATH)	3
ENGL	412	Drama of Ancient Greece (PATH)	3
ENGL	430	Tradition and Transformation: Literature, History & Cultural Change (HIST)	3
ENGL	431	European Renaissance Literature & Art (ART)	3
ENGL	432	Arts of the Harlem Renaissance (ART/PAMU)	3
ENGL	433	Gay/Lesbian/Bisexual/Transgender Studies (GEND)	3
ENGL	444	Original Practice in Renaissance Drama (PATH)	3
ENGL	456	Women's Fiction	3
ENGL	461	Fiction Writing	3
ENGL	462	Poetry Writing	3
ENGL	463	Writing for the Stage	3
ENGL	464	Creative Nonfiction	3
ENGL	466	Screenwriting (PA)	3
ENGL	474	Approaches to English Grammar	3
ENGL	477	Adolescent Literature	3
ENGL	478	Writing as Reflective Practice	3
ENGL	482	Technical and Business Writing	3
ENGL	483	Technical Visual Communication	3

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.

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Contact Information
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Bachelor of Science Degree in Environmental Science & Resource Management - (120 units)

Lower Division Requirements - 37-39 units

BIOL	200	Principles of Organismal and Population Biology	4
BIOL	201	Principles of Cell and Molecular Biology	4
CHEM	121	General Chemistry I	4
CHEM	122	General Chemistry II	4
ECON	110	Principles of Microeconomics	3
ECON	111	Principles of Macroeconomics	3
ESRM	100	Introduction to Environmental Science and Resource Management	3
ESRM	200	Principles of Resource Management, Conservation, and Stewardship	3

Select one of the following:

MATH	140	Calculus for Business Applications	3
MATH	150	Calculus I	4

Select one of the following:

GEOL	121	Physical Geology	4
GEOL	122	Historical Geology	3

Select one of the following:

BIOL	203	Quantitative Methods for Biology	3
MATH	202	Biostatistics (PSY)	3
MATH	329	Statistics for Business and Economics	3

Upper Division Requirements - 27 units

BIOL	433	Ecology and the Environment	4
ECON	362	Environmental Economics	3
ENGL	337	Literature of the Environment	3
ESRM	313	Conservation Biology (BIOL)	4
ESRM	328	Introduction to Geographical Information Systems	3
ESRM	329	Environmental Law and Policy	3
ESRM	341	The National Park (POLS)	3

or

ESRM	342	Environmental History (HIST)	3
ESRM	491	Capstone Preparation	1
ESRM	499	Capstone	3

All students must select an emphasis in Environmental Science or Resource Management and the associated coursework.

Emphasis in Environmental Science - 16 units

ESRM	352	Theory and Practice of Ecological Restoration	3
CHEM	250	Quantitative Analysis	3
CHEM	251	Quantitative Analysis Laboratory	1

Select a total of 9 units from the following courses:

BIOL	301	Microbiology	4
BIOL	310	Vertebrate Biology	4
BIOL	312	Marine Biology	4
BIOL	316	Invertebrate Zoology	4
BIOL	333	Emerging Public Health Issues	3
BIOL	334	Natural History of Ventura County	3
BIOL	402	Toxicology	3
BIOL	432	Principles of Epidemiology and Environmental Health	3
BIOL	450	Ichthyology: The Biology of Fishes	4
BIOL	451	Ornithology	4

CHEM	311	Organic Chemistry I	3
CHEM	312	Organic Chemistry I Laboratory	1
CHEM	314	Organic Chemistry II	3
CHEM	315	Organic Chemistry II Laboratory	1
CHEM	318	Biological Chemistry	3
CHEM	344	Energy and Society (PHYS)	3
ENGL	482	Technical Writing	3
ENGL	483	Technical Visual Communication	3
ESRM	350	Ecological Restoration Design and Construction	4
ESRM	351	Field Methods: Monitoring and Assessment	4
ESRM	428	Intermediate Geographic Information Systems	4
ESRM	443	Environmental Communication (COMM)	3
ESRM	492	Service Learning/Internship	3
ESRM	494	Independent Research	1-3
MATH	430	Research Design and Data Analysis	3
PHYS	201	General Physics II	4

Emphasis in Resource Management - 16 units

Select three courses from the following:

ESRM	428	Intermediate Geographic Information Systems	4
ESRM	462	Coastal and Marine Resource Management	4
ESRM	463	Water Resources Management	4
ESRM	464	Land Use Planning and Open Space Management	4

Select a total of 4 units from the following courses:

BIOL	311	Plant Biology and Ecology	4
BIOL	450	Ichthyology: The Biology of Fishes	4
BIOL	451	Ornithology	4
ECON	464	Natural Resource Economics	3
ECON	480	Topics in Environmental and Natural Resource Economics	3
ECON	488	Applied Managerial Econometrics	4
ENGL	482	Technical Writing	3
ENGL	483	Technical Visual Communication	3
ESRM	332	Human Ecology (ANTH)	3
ESRM	352	Theory and Practice of Ecological Restoration	3
ESRM	410	Environmental Impact Assessment	3
ESRM	428	Intermediate Geographic Information Systems	4
ESRM	482	Issues in Environmental Planning and Resource Management	3
ESRM	492	Service Learning/Internship	3
ESRM	494	Independent Research	1-3
MATH	430	Research Design and Data Analysis	3
MGT	307	Management of Organizations	3
MGT	428	Contract Management	3

Required Supporting and Other GE Courses

38-40 units

University Electives	14-16
American Institutions Requirement	6
Other GE Courses	18

Minor in Environmental Science & Resource Management - (21 units)

The Environmental Science & Resource Management minor provides non-majors with the opportunity to explore environmental issues and examine human impacts on natural systems. It provides students with an understanding of how their personal choices affect the environment around them. In addition, it equips students for further study in environmental science, law, policy, or management.

Lower Division Requirements - 6 units

ESRM	100	Introduction to Environmental Science & Resource Management	3
ESRM	200	Principles of Resource Management, Conservation, and Stewardship	3

Upper Division Requirements - 15 units

ESRM	313	Conservation Biology (BIOL)	4
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Select two of the following courses:

ESRM	462	Coastal and Marine Resource Management	4
ESRM	463	Water Resources Management	4
ESRM	464	Land Use Planning and Open Space Management	4

Select 3 units from any of the following courses:

BIOL	334	Natural History of Ventura County	3
BIOL	345	Science and Public Policy (POLS)	3
CHEM	250	Quantitative Analysis	3
CHEM	251	Quantitative Analysis Lab	1
CHEM	311	Organic Chemistry I	3
CHEM	312	Organic Chemistry I Laboratory	1
ECON	362	Introduction to Environmental Economics	3
ECON	488	Applied Managerial Econometrics	4
ENGL	337	Literature of the Environment	3
ESRM	340	Politics and the Environment (POLS)	3
ESRM	342	Environmental History (HIST)	3
ESRM	440	Population Studies (SOC)	3
ESRM	443	Environmental Communication (COMM)	3
Any other 300-400 level ESRM course			3-4

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.

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Minor in Global Studies - (19-37 units)**Lower Division Requirements - 6 units****Core Courses:**

GLST 200 Introduction to Global Studies 3

Select either:

GEOG 201 Cultural and Historical Geography
of the World 3

or

POLS 103 Introduction to International Politics 3

Upper Division Requirements - 12 units

Twelve units required from a minimum of two (2) discipline areas. Only one 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, Communication and Performing Arts**

ART	330*	Critical Thinking in a Visual World . . .	3
ART	331*	Art, Society, and Mass Media (COMM).	3
ART	332*	Multicultural Art Movements	3
ART	433*	Women in the Arts	3
ART	436*	Modern Art	3
COMM	321*	Multicultural Conversations	3
PAMU	332*	World Music	3
PATH	344*	World Drama and Theatre (ENGL) . . .	3

Business and Economics

BUS	331*	Biotechnology in the Twenty-First Century (BIOL)	3
BUS	448*	Globalization and Development (ECON/SOC)	3
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

Global Studies

GLST	435	Global Cities	3
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Languages and Literatures

ENGL	325	Major Non-Western Authors	3
ENGL	326	Major British and European Authors . .	3
ENGL	344*	World Drama and Theatre (PATH) . . .	3
ENGL	354	Studies in Cultural Literatures.	3
SPAN	301*	Advanced Spanish: Part One	3
SPAN	302*	Advanced Spanish: Part Two	3
SPAN	411	Civilizations and Cultures of Latin America	3
SPAN	461	Masterpieces of Latin American Literature	3

Sciences

BIOL	331*	Biotechnology in the Twenty-First Century (BUS)	3
BIOL	333*	Emerging Public Health Issues	3
BIOL	335*	The Biosphere	3
BIOL	433*	Ecology and the Environment	3
CHEM	301	Environmental Chemistry	3
ESRM	332*	Human Ecology (ANTH)	3
ESRM	440*	Population Studies (SOC)	3
ESRM	483	Issues in Global Resource Management	3

Social Sciences

ANTH	332*	Human Ecology (ESRM)	3
ANTH	442*	The African Diaspora (HIST)	3
CHS	401	Latina/o Workers in a Global Economy	3
HIST	320	European History, 1945-Present	3
HIST	361*	History of Modern Latin America . . .	3
HIST	365*	Themes in World History	3

History

HIST	366	Oceans of World History	3
HIST	380	History of the Pacific Islands	3
HIST	396	East Asia: Then and Now	3
HIST	413*	World Religions and Classical Philosophies	3
HIST	415	Society and Radicalism	3
HIST	451	History of Africa Since 1800	3
HIST	452	History of Southern Africa Since 1600	3
POLS	327	International Relations of Selected Areas	3
POLS	328*	United States Foreign Policy	3
POLS	329	International Law and Organizations	3
POLS	334*	Peace Studies	3
POLS	351	International Relations of Africa	3
POLS	352	International Relations of Europe	3
POLS	353	International Relations of Latin America	3
POLS	354	International Relations of the Middle East	3
POLS	355	International Relations of South Asia	3
POLS	403	Comparative Foreign Policy	3
POLS	426	Politics of Developing Countries	3
PSY	344*	Psychology and Traditional Asian Thought	3
SOC	440	Population Studies (ESRM)	3
SOC	448*	Globalization and Development (BUS/ECON)	3

* General Education Courses

Corequisites - 1-19

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 forms; and
- Command good skills in historical research, analysis, and presentations.

Faculty

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Contact Information

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Bachelor of Arts Degree in History - (120 units)

Required for the Major	46-48
Free Electives in any Discipline	21-23
General Education & American Institutions	51
TOTAL	120 units

Lower Division Required Courses - 15 units**World Civilizations - 6 units**

HIST 211*	World Civilizations: Origins to 1500	3
HIST 212*	World Civilizations: Since 1500	3

American History - 6 units

HIST 270†	The United States to 1877	3
HIST 271†	The United States Since 1877	3

Methodology - 3 units

HIST 280*	The Historian's Craft*.	3
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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 Chicana/o Art (ART/CHS)	3
HIST 334*	Narratives of Southern California (ENGL)	3
HIST 335*	American Ethnic Images in Novels and Film (ART/ENGL)	3
HIST 349*	History of Business and Economics in North America (BUS/ECON)	3
HIST 350†	Chicano History and Culture (CHS)	3
HIST 351	History of African Americans	3
HIST 369	California History and Culture	3
HIST 370	United States Colonial History	3
HIST 371	The Founding of the United States	3
HIST 372	United States Industrialization and Progressivism	3
HIST 373	American Labor History	3
HIST 374	United States Since 1945	3
HIST 401	United States Immigration History, 1840-1945.	3
HIST 402*	Southern California Chicana/o History and Culture (CHS)	3
HIST 403	The American Intellectual Tradition	3
HIST 420	History of Mexico	3
HIST 421	Revolutionary Mexico, 1876-1930	3
HIST 470	People and Everyday Life in Early America	3

World History - 9-12 units

Students should select at least three courses from the following list:

HIST 310	History of the Mediterranean	3
HIST 316	History of Medieval Europe, 800-1400	3
HIST 317	Renaissance and Reformation Europe 1350-1648.	3
HIST 318	The Age of Revolution In Europe 1648-1871.	3
HIST 319	European History, 1871-1945	3
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).	3
HIST 340*	History and Psychology of Nazi Germany (PSY)	3
HIST 342*	Environmental History (ESRM)	3
HIST 360*	History of Colonial Latin America	3
HIST 361*	History of Modern Latin America	3
HIST 365*	Themes in World History	3
HIST 366	Oceans of World History	3
HIST 380	History of the Pacific Islands.	3
HIST 391	Traditional China.	3
HIST 392	Modern China.	3
HIST 393	Contemporary China.	3
HIST 394	Traditional Japan	3
HIST 395	Modern Japan	3
HIST 396	East Asia: Then and Now	3
HIST 436*	Psychology and History of East Asian Warrior Cultures (PSY)	3
HIST 442*	The African Diaspora (ANTH)	3
HIST 451*	History of Africa Since 1800	3
HIST 452*	History of Southern Africa Since 1600	3

Thematic History - 6 units

Students should select 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)	3
HIST	342	Environmental History (ESRM)	3
HIST	365*	Themes in World History	3
HIST	366	Oceans of World History	3
HIST	412*	Law and Society	3
HIST	413*	World Religions and Classical Philosophies	3
HIST	414	Women and Gender in History	3
HIST	415	Society and Radicalism	3
HIST	430*	Tradition and Transformation: Literature, History and Cultural Change (ENGL)	3

Historiography - 3 units

HIST	491	Historiography	3
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Capstone or Internship or Service Learning 1-3 units

HIST	492	Internship/Service Learning	1-3
HIST	494	Independent Research	1-3
HIST	497	Directed Studies	1-3
HIST	499	Capstone in History	1-3

Special Topics

(Can be used to fulfill major requirement-see Major advisor)

HIST	490	Special Topics	3
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Electives

(Do not fulfill major requirement; count toward "free electives in any discipline")

HIST	272†	Constitutional History of the US	3
HIST	275†	The United States to 1900 (for LS majors)	3
HIST	331*	Narratives of the Working Class (ECON/ENGL/SOC/POLS)	3
HIST	332*	Dance in History (PADA)	3
HIST	337*	Music in History (PAMU)	3
HIST	445*	Chicano Child and Adolescent (EDUC)	4

Double-Counting 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. Six of the 9 units can be double counted and three of the 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)	3
HIST	334	Narratives of Southern California (ENGL)	3
HIST	335	American Ethnic Images in Novels and Film (ART/ENGL)	3
HIST	339*	Business in China: Heritage and Change (BUS)	3
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)	3
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 three lower division History courses. They must select at least one course from each area listed below:

World 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.

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

Methodology - 3 units

HIST	280*	The Historian's Craft	3
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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
- Minor 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 IT Programming, Web Technology, Database Theory and Design, and Data Communications and Networking, while allowing for further depth in these or related areas such as e-Commerce, and Computer Security.

Program Learning Outcomes

Students graduating from the Information Technology 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 biotech industries with life-learning.

Faculty

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Bachelor of Science in Information Technology - (120 units)

Special Grade Requirements

A grade of C- or better is required in all prerequisites courses in the major

Lower Division Requirements	17
Core Courses	27
Upper Division Electives	18
Technology Electives	9
Capstone	4
General Education and Title V	42
University Electives	3
Total	120 units

Lower Division Requirements - 17 units

1. *Statistics 3 units*

Select one of the following:

MATH	201	Elementary Statistics	3
MATH	329	Statistics for Business and Economics	3
MATH	202	Biostatistics	3

2. *Two semesters of a Laboratory science:*

Physics, Chemistry, or Biology 8 units

BIOL	200	Principles of Organismal and Population Biology	4
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and

BIOL	201	Principles of Molecular and Cellular Biology	4
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or

CHEM	121	General Chemistry I	4
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and

CHEM	122	General Chemistry II	4
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or

PHYS	100	Introduction to Physics	4
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and

PHYS	101	Introduction to Physics II.	4
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3. **First course in programming 3 units**
 COMP 105 Computer Programming Introduction . . . 3
4. **First course in Computer Architecture and Assembly Language 3 units**
 COMP 162 Computer Architecture and
 Assembly Language 3

Note: Appropriate community college courses may meet these requirements.

Core Courses - 27 units

MATH	300	Discrete Mathematics	3
or			
MATH	301	Discrete Mathematics for IT	3
IT	151	Data Structures for IT	3
IT	221	Unix System Programming I (COMP)	3
IT	420	Database Theory and Design (COMP)	3
IT	421	Unix System Programming II (COMP)	3
IT	424	Computer System Security (COMP)	3
IT	429	Computer Networks (COMP)	3
MIS	310	Management Information Systems	3
MGT	307	Management of Organizations	3

Upper Division Electives - 18 units

Choose 18 units from the following:

COMP	345	Digital Image Processing (MATH/PHYS)	3
COMP	350	Introduction to Software Engineering	3
COMP	362	Operating Systems	4
COMP	425	Computer Game Programming	3
IT	380	Web Programming	3
IT	400	e-Commerce	3
IT	401	Web Intelligence	3
IT	402	Advanced Web Programming	3
IT	424	Computer System Security (COMP)	3
IT	464	Computer Graphics (COMP)	3
IT	490	Special Topics for IT	3
IT	492	Internship	1-3
MGT	471	Project Management	3

(Additional electives to be added based on faculty availability).

Technology Electives - 9 units

For a listing of suitable CI courses, see the BSIT program advisor

Capstone - 4 units

IT	491	Capstone Preparation	1
IT	499	Capstone	3

General Education and American

Institutions - 42 units

General Education	36
American Institutions	6

University Electives - 3 units

Minor in Information Technology - (21 units)

Minor in Information Technology augments other programs with the knowledge and skills necessary for storing, managing, transporting, and securing information. Students learn how to securely store information in databases, integrate information from a variety of sources, move information over communication networks, and protect the confidentiality and integrity of data.

Lower Division Core Requirements - 9 units

COMP	105	Computer Programming Introduction	3
IT	151	Data Structures for IT	3
IT	221	Unix System Programming I	3

Upper Division Electives - 12 units

Choose 12 units from the following:

IT	380	Web Programming	3
IT	400	eCommerce	3
IT	401	Web Intelligence	3
IT	402	Advanced Web Programming	3
IT	420	Database Theory and Design (COMP)	3
IT	421	Unix System Programming II (COMP)	3
IT	424	Computer System Security (COMP)	3
IT	429	Computer Networks (COMP)	3
COMP	350	Software Engineering	3



Programs Offered

- Bachelor of Arts in Liberal Studies
 - Option in Teaching and Learning
 - Option in Accelerated Multiple Subject (pending approvals)
 - Option in 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, 92 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.

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<http://liberalstudies.csuci.edu>

Advising Center

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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, Teaching and Learning Option - (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 **36-39** units of General Education are included in the Core for the Teaching and Learning Option.

Required Core Courses - 73-76 units

1. *Reading, Language, and Literature* - **15-18** units

Select either:

ENGL 105 Composition and Rhetoric I 3

or

ENGL 102 & Stretch Composition I & II 6
103

COMM 101 Public Speaking 3

ENGL 212 Introduction to Children's Literature . . . 3

ENGL 315 Introduction to Language Structure
and Linguistics 3
ENGL 475 Language in Social Context 3

2. *History and Social Science* - **18** units

EDUC 101 Introduction to Elementary Schooling . . 3

EDUC 320 Education in Modern Society 3

ESRM 105 Environmental Issues in
Geography (GEOG) 3

HIST 211 World Civilizations: Origins to 1500 . . 3

HIST 275 The United States to 1900 3
(American Institutions - History)

HIST 369 California History and Culture 3

3. *Mathematics* - **6** units

MATH 208 Modern Math for Elementary Teaching I:
Numbers and Problem Solving 3

MATH 308 Modern Math for Elementary Teaching II:
Geometry, Probability & Statistics 3

4. *Science* - **15** units

BIOL 170 Foundations of Life Science 4

COMP 110 Computer Literacy for Educators (LS) . . 3

GEOL 300 Foundations of Earth Science 4

PHSC 170 Foundations of Physical Science 4

5. *Visual and Performing Arts* - **6** units

ART 102 Multicultural Children's Art. 3

PATH 343 Teaching Drama to Children (EDUC) . . 3

6. *Physical Education and Health* - **4** units

HLTH 322 Health Issues in Education 2

PHED 302 Motor Learning, Fitness and
Development in Children 2

7. *Human Development, Learning and Cognition* - **6** units

PSY 213 Developmental Psychology 3

PSY 345 Individuals with Disabilities in
Society (SPED) 3

8. *Capstone* - **3** units

LS 499 Capstone Project. 3

The capstone project (LS 499) must be passed with a grade of "B" or better for the Teaching and Learning Option.

Required Emphasis - 9 units

Nine additional units must be taken from one 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

COMM 345 Media Literacy and
Youth Culture (EDUC) 3

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

POLS 150 American Political Institutions 3
(American Institutions - History included
in major)

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 **60** units of their baccalaureate degree to be eligible for admission to the post-baccalaureate credential program.

Bachelor of Arts in Liberal Studies, Accelerated Multiple Subject Program Option (135 units) (Pending CCTC approval and budgetary resources)

Required Courses - 84-86 units

1. Reading, Language and Literature - 24-27 units

COMM 101	Public Speaking, GE A1	3
COMM 346	School Communication (EDUC), GE A1,INTD	3
ENGL 105	Composition and Rhetoric I	3

or

ENGL 102 & 103	Stretch Composition I & II.	6
ENGL 212	Introduction to Children's Literature . . .	3
ENGL 315	Introduction to Language, Structure and Linguistics	3
ENGL 475	Language in Social Context.	3

Integrated Content and Methods

EDAP 422	Literacy 1: Multicultural/Multilingual . .	3
EDAP 423	Literacy 2: Multicultural/Multilingual . .	3

2. History and Social Science - 18 units

ERSM 105	Environmental Issues in Geography (GEOG), GE D	3
HIST 211	World Civilizations: Origins to 1500, GE D.	3
HIST 275	The United States History to 1900. . .	3
	(<i>American Institutions-History</i>)	
HIST 369	California History and Culture.	3
POLS 150	American Political Institutions	3
	(<i>American Institutions-Gov't</i>)	

Integrated Content and Methods

EDAP 427	Social Studies in Integrative Art	3
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3. Mathematics - 9 units

MATH 208	Modern Mathematics for Elementary Teaching I - Numbers and Problem Solving, GE B3	3
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Integrated Content and Methods

EDAP 426	Teaching Geometry and Measurement in Elementary Schools.	3
EDAP 428	Teaching Data Analysis, Probability and Mathematical Reasoning in Elementary Schools.	3

4. Science - 18 units

BIOL 170	Foundations of Life Science, GE B2 . .	4
COMP 110	Computer Literacy for Educators (LS) . .	3
GEOL 300	Foundations of Earth Science, GE B4 .	4
PHSC 170	Foundations in Physical Science, GE B1	4

Integrated Content and Methods

EDAP 429	Teaching Science in Elementary Schools .	
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5. Visual and Performing Arts - 6 units

ART 102	Multicultural Children's Art, GE C1, C3b	3
PATH 343	Teaching Drama to Children (EDUC), GE C1, INTD	3

6. Physical Education and Health - 3 units

Integrated Content and Methods

EDAP 425	Health and Physical Education in Elementary Schools.	3
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7. Human Development, Learning and Cognition - 6 units

PSY 213	Developmental Psychology, GE D, E. . .	3
PSY 345	Individuals with Disabilities (SPED), GE D, INTD.	3

8. Capstone

The student teaching experience is considered as the capstone experience in the Accelerated Multiple Subject Program Option.

Required Professional Preparation Courses 29 units

EDUC 101	Introduction to Elementary Schooling, GE D.	3
EDAP 364	Intermediate Classroom Apprenticeship. .	1
EDAP 365	Advanced Classroom Apprenticeship . .	2
EDAP 467	Student Teaching I	3
EDAP 468	Student Teaching Seminar I	1
EDAP 469	Student Teaching II	3
EDAP 470	Student Teaching Seminar II	1
EDAP 471	Student Teaching III.	5
EDAP 472	Student Teaching Seminar III.	1
EDUC 510	Learning Theory and Development Applied in Multicultural Contexts.	3
EDUC 512	Equity, Diversity, Foundations of Schooling, GE C3b	3
EDUC 520	Observing and Guiding Behavior in Multilingual/Multicultural and Inclusive Classrooms	3

Required Emphasis - 9 units

Nine additional units must be taken from one 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

Students are strongly encouraged to select an emphasis in mathematics, science, special education or BCLAD since these are areas of greatest teacher shortage.

Required Supporting, General Education Courses - 13 units

COMM 345	Media Literacy and Youth Culture (EDUC), GE A1, D, INTD.	3
SPAN 101	Elementary Spanish I, C3a	4
	Literature Course, GE C2	3
UNIV 110	Critical Thinking and the University Mission, GE A3	3

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 60 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.

1. **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.
2. **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 60 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.
5. **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.
7. **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.
9. **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+."

Bachelor of Arts Degree in Liberal Studies, Concentrated Studies Option - (120 units)

Requirements For the Concentrated Studies Option - 57 units

This option consists of a 9 unit Core, a 45 unit Program of Study, and a 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 one course from each of the following three core areas.

1. Advanced Writing Course - 3 units

Select either:

ENGL 330 Interdisciplinary Writing. 3

or

ENGL 478 Writing as Reflective Practice 3

2. Multicultural Studies - 3 units

Any three unit course approved for General Education, Area C3b. (See General Education requirements in the university catalog)

3. Computer Literacy - 3 units

COMP 101 Computer Literacy 3

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 24 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.

LS 499 Capstone Project. 3

(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 54

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 Imaging 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.

Faculty

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<http://math.csuci.edu>

Bachelor of Science in Mathematics - (120 units)

Lower Division Required Major Courses	34-35
Upper Division Required Major Courses	20
Upper Division Elective & Emphasis Major Courses	15-19
Electives	16
GE Included in Major Requirements	18
GE and American Institutions Requirement	34
TOTAL	120 units

Lower Division Requirements - 34-35 units

MATH 150	Calculus I	4
MATH 151	Calculus II	4
MATH 230	Logic and Mathematical Reasoning	3
MATH 240	Linear Algebra	3
MATH 250	Calculus III	3
PHYS 200	General Physics I	4

Select one of the following:

PHYS 201	and one additional science course	7-8
or		
One two-semester science sequence		7-8

Select one of the following:

COMP 105	Computer Programming Introduction . . .	3
COMP 150	Object-Oriented Programming	4

Select an additional Computer Science course:

COMP 150	or above or COMP 102	3-4
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Upper Division Requirements - 20 units

MATH 300	Discrete Mathematics	3
MATH 331	History of Mathematics	3
MATH 350	Differential Equations and Dynamical Systems	3
MATH 351	Real Analysis	3
MATH 352	Probability and Statistics	3
MATH 451	Complex Analysis	3
MATH 499	Senior Colloquium	1
	(Twice)	

Electives in Major - 9-13 units**Note:**

1. Courses used for the emphases cannot be counted as elective.
 2. Students planning on teaching math have to choose MATH 492 for field experience requirement. Other courses recommended for teaching careers are marked with T.
- | | | |
|------------|--|-----|
| MATH 318-T | Mathematics for Secondary
School Teachers | 3 |
| MATH 330-T | Mathematics and Fine Arts | 3 |
| MATH 345 | Digital Image Processing (COMP/PHYS) | 3 |
| MATH 354 | Analysis of Algorithms | 3 |
| MATH 393-T | Abstract Algebra 1 | 3 |
| MATH 429 | Operations Research | 3 |
| MATH 430 | Research Design and Data Analysis | 3 |
| MATH 437 | Mathematics for Simulations
and Robotics | 3 |
| MATH 438 | Philosophy of Mathematics | 3 |
| MATH 445 | Image Analysis and Pattern
Recognition (COMP/PHYS) | 3 |
| MATH 448 | Scientific Computing | 3 |
| MATH 450 | Partial Differential Equations and
Mathematical Physics | 3 |
| MATH 452 | Computational Bioinformatics (COMP) | 4 |
| MATH 480 | Differential & Riemannian Geometry | 3 |
| MATH 482-T | Number Theory and Cryptography | 3 |
| MATH 484 | Algebraic Geometry and
Coding Theory | 3 |
| MATH 490 | Topics in Modern Mathematics | 3 |
| MATH 492-T | Internship | 3 |
| | (Required) | |
| MATH 494 | Independent Research | 1-3 |
| MATH 497 | Directed Studies | 3 |
| MATH 499 | Senior Colloquium | 1 |

Required Supporting and Other GE Courses units

GE and American Institutions Requirement	34
Elective Courses	16

Select one interdisciplinary GE Course 3 units**Recommended:**

COMP 447	Societal Issues in Computing	3
COMP 449	Human-Computer Interactions (PSY)	3
PHYS 434	Introduction to Biomedical Imaging (BIOL/HLTH)	4

Emphasis - 6-10 units

By the sophomore year, in order to plan their electives, students should decide on one of the following emphases and take all courses listed in the section.

Biomathematics - 10 units

Students selecting this emphasis should take BIOL 201

MATH 202	Biostatistics (PSY)	3
MATH 430	Research design and Data Analysis	3
MATH 452	Computational Bioinformatics (COMP)	4

Computer Science - 9 units

Students selecting this emphasis should take COMP 150 and COMP 151 for the computer science requirements.

MATH 448	Scientific Computing	3
MATH 354	Analysis of Algorithms	3
COMP 350	Introduction to Software Engineering	3

Physics - 6 units

Students selecting this emphasis should take PHYS 200 and 201(8) as the science sequence.

MATH 450	Partial Differential Equations and Mathematical Physics	3
	Upper division Physics course	3

Applied Physics - 6 units

Students selecting this emphasis should take PHYS 200 and 201(8) as the science sequence.

MATH 345	Digital Image Processing (COMP/PHYS)	3
MATH 445	Image Analysis and Pattern Recognition (COMP/PHYS)	3

Actuarial Sciences/Economics - 9 units

MATH 429	Operations Research	3
ECON 300	Fundamentals of Economics	3
ECON 486	Introduction to Econometrics	3

Business Management - 9 units

MATH 329	Applied Statistics for Business and Economics	3
MATH 429	Operations Research	3
	Economics or Upper Division Management Course	3

Cognitive Science - 9 units

MATH 430	Research Design and Data Analysis	3
PSY 210	Learning, Cognition and Development	3
	Upper Division Cognitive Psychology Course	3

Education - 9 units

MATH 318	Mathematics for Secondary School Teachers	3
MATH 393	Abstract Algebra I	3
EDUC 512	Equity, Diversity and Foundations of Schooling	3

Applied Mathematics - 9 units

MATH 429	Operations Research	3
MATH 448	Scientific Computing	3
MATH 450	Partial Differential Equations and Mathematical Physics	3

Digital Design - 9 units

MATH 393	Abstract Algebra 1	3
ART 108	Visual Technologies	3

Select one of the following:

ART 312	Digital Media Art: Time-Based Imaging and Compositing	3
ART 314	Digital Media Art: Digital Photography	3

Choice of other emphases or individualized emphasis is possible upon approval of the mathematics advisor.

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 2 units from the Mathematics program approved by the advisor.

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-/corequisites)

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:

MATH	201	Elementary Statistics	3
MATH	202	Biostatistics (PSY).	3

Additional required courses:

MATH	208	Modern Mathematics for Elementary Teaching I - Numbers and Problem Solving	3
MATH	230	Logic & Mathematical Reasoning	3
MATH	240	Linear Algebra	3

Upper Division Requirements - 16 units

(Including pre-/corequisites)

MATH	308	Modern Mathematics for Elementary School Teaching II-Geometry, Probability and Statistics	3
MATH	318-T	Mathematics for Secondary School Teachers	3
MATH	330	Mathematics and Fine Arts	3
MATH	331	History of Mathematics	3
MATH	499	Senior Colloquium	1

Select one of the following:

MATH	492	Internship	1-3
IS	499	Capstone Project.	1-3

Electives

Choose one course from the list below 3-4 units

MATH	150	Calculus I	4
MATH	151	Calculus II.	4
MATH	300	Discrete Mathematics.	3
MATH	301	Discrete Mathematics for IT.	3
MATH	393	Abstract Algebra I	3
MATH	482	Number Theory & Cryptography	3

or

Other upper division math course 3-4 units

Master of Science in Mathematics - (32 units)

(Offered through CSU Channel Islands' 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 University office and on-line at <http://math.csuci.edu/>.
2. **Recommendation** — At least two letters of recommendations from academia or professional supervisors.
3. **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

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Nursing

Requirements for the Master of Science in Mathematics - 32 units

Core Courses - 11 units

Choose three courses from the following list (at least two courses must be in Mathematics):

MATH	511	Functional Analysis	3
MATH	512	Probabilistic Methods and Measure Theory	3
MATH	513	Advanced Algebra	3
COMP	554	Algorithms (MATH)	3
COMP	569	Artificial Intelligence	3
PHYS	510	Advanced Image Analysis Techniques (COMP/MATH)	3

And required two units of:

MATH	599	Graduate Seminar	1
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Electives - 15 units*

Choose five electives from the following list (at least three courses in Mathematics):

MATH	511	Functional Analysis	3
MATH	512	Probabilistic Methods and Measure Theory	3
MATH	513	Advanced Algebra	3
MATH	555	Actuarial Sciences	3
MATH	565	Research in Mathematics Education	3
MATH	570	Combinatorics	3
MATH	581	Mathematical Methods in Artificial Intelligence (COMP)	3
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	3
MATH	594	Independent Study	1-3
PHYS	546	Pattern Recognition (COMP/MATH)	3
PHYS	546	Pattern Recognition	3
COMP	520	Advanced Database Systems	3
COMP	524	Security	3
COMP	529	Network Computing	3
COMP	549	Human-Computer Interaction	3
COMP	550	Advanced Software Engineering	3
COMP	569	Artificial Intelligence	3
COMP	571	Biologically Inspired Computing	3
COMP	572	Neural Networks	3
COMP	575	Multi-Agent Systems	3
COMP	578	Data Mining	3

*other graduate or junior/senior courses from related disciplines may be included with advisors approval.

Projects or Masters Thesis Emphasis - 6 units

MATH	597	Master Thesis	3
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 two 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 care, 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.



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Bachelor of Science In Nursing (133 units) Track I, Generic (Basic)

Prerequisites	28
Lower Division Major	35
Upper Division Major	34
Required Supporting and Other GE Requirements	30
American Institutions	6
TOTAL	133 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 grade of 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	210	Human Anatomy and Physiology I . . .	4
BIOL	211	Human Anatomy and Physiology II. . .	4
BIOL	217	Medical Microbiology, GE B2	4
CHEM	110	Chemistry of Life, GE B1	4
COMM	101	Public Speaking, GE A1	3
or			
ENGL	105	Composition and Rhetoric, GE A2. . .	3
ENGL	106	Composition and Rhetoric II-Service Learning, GE A2.	3
BIOL	203	Quantitative Methods for Biology, GE B3	3
or			
MATH	202	Biostatistics, (PSY), GE B3.	3
Completion of		Critical Thinking Requirement, GE A3 . . .	3

Lower Division Major Requirements - 35 units

NRS	200	Introduction to Professional Nursing Practice	3
NRS	201	Introduction to Professional Nursing Practice Laboratory.	2
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	2
NRS	221	Nursing Care of Adults with Acute and Chronic Illness Laboratory I	2
NRS	222	Nursing Care of Adults with Acute and Chronic Illness II	4
NRS	223	Nursing Care of Adults with Acute and Chronic Illness Laboratory II	4
NRS	230	Nursing Care of Mothers, Infants, and Women.	2
NRS	231	Nursing Care of Mothers, Infants, and Women Laboratory	2
NRS	232	Nursing Care of Children and Families.	2
NRS	233	Nursing Care of Children and Families Lab	2
NRS	240	Psychiatric and Mental Health Nursing	2
NRS	241	Psychiatric and Mental Health Nursing Laboratory.	2
NRS	260	Nutrition for Therapeutics and Health. . .	2

Upper Division Major Requirements - 34 units

NRS	306	Pathophysiology	3
NRS	352	Health Promotion and Patient Education Strategies	3
NRS	350	Nursing Research	3
NRS	391	Transition to Professional Practice Lab. . .	3
NRS	401	Advanced Clinical Assessment Laboratory.	2
NRS	420	Nursing Care of the Complex Client Across the Continuum	3
NRS	421	Nursing Care of the Complex Client Across the Continuum Laboratory	3
NRS	452	Community Health Nursing	3
NRS	453	Community Health Nursing Laboratory . .	3

NRS	460	Nursing Leadership and Professional Issues	3
NRS	461	Nursing Leadership Laboratory	3
NRS	488	Transition to Professional Nursing Practice.	2

Required Supporting and Other General Education Requirements - 36 units

- 1. Biology - 3 units**
BIOL 432 Principles of Epidemiology and Environmental Health, GE B2, D, UDIGE 3
- 2. Social Perspectives - 6 units**
ANTH 443 Medical Anthropology: Cross Cultural Perspectives on Health and Healing, GE D UDIGE 3

Choose ANTH 102 **or** SOC 100
ANTH 102 Cultural Anthropology, GE C3B, D . . . 3
SOC 100 Introduction to Sociology, GE D 3
- 3. Psychology - 6 units**
PSY 100 Introduction to Psychology, GE D, E . . . 3
PSY 213 Developmental Psychology, GE D, E 3
- 4. Other GE courses - 15 units**
3 units each in B4, C1, C2, and C3A
3 units upper division GE Elective:
Recommend NRS/PSY 348, GE D, E, UDIGE, if ANTH 102 is completed
Recommend NRS/PSY 342, GE C3B, E, UDIGE, if SOC 100 is completed
- 5. American Institutions - 6 units**

Criteria for Program Continuance

- 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 but 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.

**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	120-138 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 prelicensure 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	4
BIO	211	Human Anatomy and Physiology II.	4
BIOL	217	Medical Microbiology, GE B2	4
CHEM	110	Chemistry of Life, GE B1	4
or			
CHEM	121	General Chemistry I, GE B1	4
COMM	101	Public Speaking, GE A1	3
ENGL	105	Composition and Rhetoric I, GE A2	3
or			
ENGL	106	Composition and Rhetoric II-Service Learning, GE A2.	3
BIOL	203	Quantitative Methods for Biology, GE B3	3
or			
MATH	202	Biostatistics, (PSY), GE B3.	3
Completion of Critical Thinking Requirement, GE A3			3

Upper Division Major Requirements - 34 units

NRS	306	Pathophysiology	3
NRS	310	Professional Role Transition for the Transfer Student	3
NRS	311	Professional Role Transition Seminar for the Registered Nurse	2
NRS	350	Nursing Research	3
NRS	352	Health Promotion and Patient Education Strategies	3

NRS	401	Advanced Clinical Assessment Laboratory.	2
NRS	420	Nursing Care of the Complex Client Across the Continuum	3
NRS	421	Nursing Care of the Complex Client Across the Continuum Laboratory.	3
NRS	452	Community Health Nursing	3
NRS	453	Community Health Nursing Laboratory	3
NRS	460	Nursing Leadership and Professional Issues	3
NRS	461	Nursing Leadership Laboratory	3

Preparatory Coursework - 6-11 units

1. **Nutrition - 0-2 units***

NRS	260*	Nutrition for Therapeutics and Health.	2
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*Not required if content was integrated in RN classes

2. **Social Perspectives - 3 units**

Choose ANTH 102 **or** SOC 100:

ANTH	102	Cultural Anthropology, GE C3B, D	3
SOC	100	Introduction to Sociology, GE D	3

3. **Psychology - 6 units**

PSY	100	Introduction to Psychology, GE D, E	3
PSY	213*	Developmental Psychology, GE D, E	3

or

Any GE D or E Course if PSY 213 already completed			3
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*Not required if content was integrated in RN classes

Required Supporting and other General Education Requirements - 15-27 units

1. **Upper Division Supporting Courses - 6 units**

ANTH	443	Medical Anthropology: Cross Cultural Perspectives on Health and Healing, GE D, UDIGE	3
BIOL	432	Principles of Epidemiology and Environmental Health, GE B2, D, UDIGE	3

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

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.

Performing Arts

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

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Bachelor of Arts in Performing Arts - (120 units)

Performing Arts Core Requirements	12
Performing Arts Emphasis	27
General Education	39
Upper Division Interdisciplinary GE	9
Title V Courses	6
Electives in any Discipline.	27
TOTAL	120 units

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 335	Business and the Performing Arts (BUS) .	3
PA 350	Audience and Performance Studies . .	3
PA 360	Musical Theatre	3

and

PA 391	Production (ART)	3
<i>(Repeatable for up to <u>12</u> units) (<u>3</u> units required for PA majors, and <u>9</u> units available as PA electives)</i>		

and

PA 499	Performing Arts Capstone	3
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Emphasis Requirements

Students choose either Dance, Music, or Theater as an emphasis.

Dance Emphasis - 27 units

PADA 151	Conditioning for Dancers	2
PADA 253	Jazz Dance I	2
PADA 254	Modern Dance I	2
PADA 255	Dance Composition and Improvisation .	3
PADA 332	Dance in History (HIST)	3
PADA 353	Jazz Dance II	3

PADA	354	Modern Dance II.	3
PADA	455	Advanced Technique of Contemporary Dance Forms	3
PADA	458	Dance Ensemble.	3

Select 3 units of Performing Arts Electives

Performing Arts Electives	3
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Music Emphasis - 27 units

PAMU	161	Music Fundamentals	3
PAMU	261	Music Theory	3
PAMU	330	Jazz in America	3
PAMU	332	World Music	3
PAMU	337	Music in History (HIST)	3

Select two courses from the following:

PAMU	335	The Physics of Music (PHYS)	3
PAMU	385	Audio Design and Recording (ART)	3
PAMU	435	The Music Museum (BUS/ECON/EDUC)	3

Select 3 units in the following repeatable courses, in consultation with the PAMU advisor:

PAMU	109	Private Lessons	1
PAMU	202	Group Guitar Lessons.	2
PAMU	203	Group Voice Lessons	2
PAMU	307	University Chorus.	1
PAMU	308	University Orchestra	1
PAMU	309	Private Lessons	1

Select 3 units of Performing Arts Electives

Performing Arts Electives	3
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Theatre Emphasis - 27 units

PATH	280	Acting I.	3
PATH	281	Play Analysis	3
PATH	338	Theatre in History (HIST)	3
PATH	380	Acting II.	3
PATH	382	Directing	3

Select two of the following:

PATH	333	Multicultural Drama and Theatre (ENGL)	3
PATH	341	Modern American Drama and Theatre (ENGL)	3
PATH	342	Modern British and European Drama and Theatre (ENGL)	3
PATH	344	World Drama and Theatre (ENGL)	3

Select 6 units of Performing Arts Electives

Performing Arts Electives	6
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Performing Arts Electives

Note: Some courses listed as electives are required in one of the emphases but remain electives for the other two emphases.

PA	101	Introduction to the Performing Arts	3
PA	202	Integrating Dance, Music and Theatre	3
PA	335	Business and the Performing Arts (BUS)	3
PA	350	Audience and Performance Studies	3
PA	360	Musical Theatre	3
PA	383	Scenic Design (ART)	3
PA	384	Costume Design (ART)	3
PA	391	Production.	3
<i>(Repeatable for up to 12 units) (3 units required for PA majors, and 9 units available as PA electives)</i>			
PA	436	Physics of Performing Arts (PHYS)	3
PA	490	Special Topics	3
<i>(Repeatable for up to 6 units)</i>			
PA	492	Internship in Performing Arts	1-3
<i>(Repeatable for up to 6 units)</i>			
PA	494	Independent Study	1-3
<i>(Repeatable for up to 6 units)</i>			
PADA	151	Conditioning for Dancers	2
PADA	253	Jazz Dance I	2
PADA	254	Modern Dance I.	2
PADA	255	Dance Composition and Improvisation	3
PADA	332	Dance in History (HIST)	3
PADA	353	Jazz Dance II	3
PADA	354	Modern Dance II.	3
PADA	455	Advanced Technique of Contemporary Dance Forms	3
PADA	458	Dance Ensemble.	3
PAMU	100	Music Appreciation	3
PAMU	109	Private Lessons	1
PAMU	161	Music Fundamentals	3
PAMU	200	History of Rock	3
PAMU	202	Group Guitar Lessons.	2
PAMU	203	Group Voice Lessons	2
PAMU	231	The Beatles: Music, Fashion and Culture (ART).	3
PAMU	243	Teaching Music to Children	3
PAMU	261	Music Theory	3
PAMU	307	University Chorus.	1
PAMU	308	University Orchestra	1
PAMU	309	Private Lessons	1
PAMU	330	Jazz in America	3
PAMU	332	World Music	3
PAMU	333	The Varieties of Musical Experience	3
PAMU	335	The Physics of Music (PHYS)	3
PAMU	336	Art and Music: Dissonance, Diversity and Continuity (ART)	3
PAMU	337	Music in History (HIST)	3
PAMU	432	Arts of the Harlem Renaissance (ART/ENGL).	3
PAMU	435	The Music Museum (BUS/ECON/EDUC)	3
PATH	280	Acting I.	3
PATH	281	Play Analysis	3
PATH	332	Teaching Dramatic Literature (ENGL)	3
PATH	333	Multicultural Drama and Theatre (ENGL)	3
PATH	334	Spanish Language Drama and Theatre (SPAN)	3
PATH	338	Theatre in History (HIST)	3

PATH	341	Modern American Drama and Theatre (ENGL)	3
PATH	342	Modern British and European Drama and Theatre (ENGL)	3
PATH	343	Teaching Drama to Children (EDUC)	3
PATH	344	World Drama and Theatre (ENGL)	3
PATH	380	Acting II.	3
PATH	382	Directing	3
PATH	410	Shakespeare's Plays (ENGL).	3
PATH	412	Drama of Ancient Greece (ENGL)	3
PATH	444	Original Practice in Renaissance Drama (ENGL).	3
PATH	463	Writing for the Stage and Screen (ENGL).	3

Minor in Performing Arts - (21 units)

The Performing Arts minor provides non-majors the opportunity to explore an integrated experience in dance, music, and theatre both in theory and in practice. Students can choose from coursework in any of the three emphases of dance, music, and theatre, and participate in a Performing Arts production.

Lower Division Requirements - 9 units

Select one of the following:

PA	101	Introduction to the Performing Arts	3
PA	202	Integrating Dance, Music and Theatre	3

and

Select a minimum of two courses for a total of six units, from the following:

PA	101	Introduction to the Performing Arts	3
PA	202	Integrating Dance, Music and Theatre	3
PADA	151	Conditioning for Dancers	2
PADA	253	Jazz Dance I	2
PADA	254	Modern Dance I	2
PADA	255	Dance Composition and Improvisation	3
PAMU	100	Music Appreciation	3
PAMU	109	Private Lessons	1
<i>(Repeatable for a total of 4 units)</i>			
PAMU	161	Music Fundamentals	3
<i>(Repeatable for a total of 6 units)</i>			
PAMU	200	History of Rock	3
PAMU	202	Group Guitar Lessons.	2
<i>(Repeatable for a total of 6 units)</i>			
PAMU	203	Group Voice Lessons	2
<i>(Repeatable for a total of 6 units)</i>			
PAMU	231	The Beatles: Music, Fashion and Culture (ART).	3
PAMU	243	Teaching Music to Children	3
PAMU	261	Music Theory	3
PATH	280	Acting I	3
PATH	281	Play Analysis	3

Upper Division Requirements - 12 units

Select one of the following:

PA	335	Business and the Performing Arts (BUS)	3
PA	350	Audience and Performance Studies	3
PA	360	Musical Theatre	3

and

Select three courses from the following:

PA	335	Business and the Performing Arts (BUS)	3
PA	350	Audience and Performance Studies	3
PA	360	Musical Theatre	3

PA	383	Scenic Design (ART)	3
PA	384	Costume Design (ART)	3
PA	391	Production (ART)	3
PA	436	Physics and the Performing Arts (PHYS)	3
PA	490	Special Topics	3
PA	492	Internship in Performing Arts	1-3
PA	494	Independent Study	1-3
PADA	332	Dance in History (HIST)	3
PADA	353	Jazz Dance II	3
PADA	354	Modern Dance II.	3
PADA	455	Advanced Technique of Contemporary Dance Forms	3
<i>(Repeatable up to 6 units)</i>			
PADA	458	Dance Ensemble.	3
PAMU	307	University Chorus.	1
<i>(Repeatable up to 8 units)</i>			
PAMU	308	University Orchestra	1
<i>(Repeatable up to 8 units)</i>			
PAMU	309	Private Lessons	1
<i>(Repeatable up to 8 units)</i>			
PAMU	330	Jazz in America	3
PAMU	332	World Music	3
PAMU	333	The Varieties of Musical Experience	3
PAMU	335	The Physics of Music (PHYS)	3
PAMU	336	Art and Music: Dissonance, Diversity and Continuity (ART)	3
PAMU	337	Music in History (HIST)	3
PAMU	432	Arts of the Harlem Renaissance (ART/ENGL).	3
PAMU	435	The Music Museum (BUS/ECON/EDUC)	3
PATH	332	Teaching Dramatic Literature (ENGL)	3
PATH	333	Multicultural Drama and Theatre (ENGL)	3
PATH	334	Spanish Language Drama and Theatre (SPAN)	3
PATH	338	Theatre in History (HIST)	3
PATH	341	Modern American Drama and Theatre (ENGL)	3
PATH	342	Modern British and European Drama and Theatre (ENGL)	3
PATH	343	Teaching Drama to Children (EDUC)	3
PATH	344	World Drama and Theatre (ENGL)	3
PATH	380	Acting II.	3
PATH	382	Directing	3
PATH	410	Shakespeare's Plays (ENGL).	3
PATH	412	Drama of Ancient Greece (ENGL)	3
PATH	444	Original Practice in Renaissance Drama (ENGL).	3
PATH	463	Writing for the Stage and Screen (ENGL).	3

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 marshal 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.

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Bachelor of Arts Degree in Political Science - (120 units)

Lower, Upper Division and Electives	40
General Education	48
Free Electives	29
American Institutions Requirement*	3
(chosen from the following: HIST 270, HIST 271, HIST 272, HIST 275)	
TOTAL	120 units

*The Government portion of the American Institutions Requirement (POLS 150) is listed in the major courses below.

Lower Division Requirements - 9 units

POLS 102	Comparative Government.	3
POLS 103	Introduction to International Politics . . .	3
POLS 150*	American Political Institutions	3

*Partially satisfies the American Institutions Requirement. The History portion is contained in the general requirements above.

Upper Division Requirements - 16 units

POLS 300	Political Science Research Methods . . .	3
POLS 301	Political Theory.	3
POLS 303	Statistical Applications in the Social Sciences (SOC/PSY).	4
POLS 306	The Politics of Race and Ethnicity . . .	3
POLS 499	Capstone	3

Electives - 15 units

Students should select a total of 15 units from the following list:

ESRM 328	Introduction to Geographic Information Systems	3
POLS 140	California Government and Politics . . .	1
POLS 305	Gender and Politics	3
POLS 312	Interest Groups and Collective Action . .	3
POLS 313	The United States Congress	3
POLS 314	The American Presidency	3
POLS 315	Congress and the Presidency	3
POLS 316	State and Local Politics and Policy . . .	3
POLS 317	Judicial Power and Process	3
POLS 318	Campaigns and Elections.	3

POLS	319	Political Behavior and Public Opinion	3
POLS	320	Public Administration	3
POLS	321	Public Budgeting (FIN)	3
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/SOC)	3
POLS	334	Peace Studies	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	351	International Relations of Africa	3
POLS	352	International Relations of Europe	3
POLS	353	International Relations of Latin America	3
POLS	354	International Relations of the Middle East	3
POLS	355	International Relations of South Asia	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	1-3

POLS	319	Political Behavior and Public Opinion	3
POLS	320	Public Administration	3
POLS	321	Public Budgeting (FIN)	3
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/SOC)	3
POLS	334	Peace Studies	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	351	International Relations of Africa	3
POLS	352	International Relations of Europe	3
POLS	353	International Relations of Latin America	3
POLS	354	International Relations of the Middle East	3
POLS	355	International Relations of South Asia	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	1-3

Minor in Political Science - (18 units)

Lower-Division Requirements - 9 units

POLS	102	Comparative Government.	3
POLS	103	Introduction to International Politics	3
POLS	150	American Political Institutions	3

Upper-Division Requirements - 9 units

Students should select a total of 9 units from the following:

ECON	370	The World Economy	3
ESRM	328	Introduction to Geographic Information Systems	3
ESRM	329	Environmental Law and Policy	3
FIN	421	Public Financial Management	3
HIST	412	Law and Society.	3
POLS	300	Political Science Research Methods	3
POLS	301	Political Theory.	3
POLS	303	Statistical Applications in the Social Sciences (SOC/PSY).	4
POLS	305	Gender and Politics	3
POLS	306	The Politics of Race and Ethnicity	3
POLS	312	Interest Groups and Collective Action	3
POLS	313	The United States Congress	3
POLS	314	The American Presidency	3
POLS	315	Congress and the Presidency	3
POLS	316	State and Local Politics and Policy	3
POLS	317	Judicial Power and Process	3
POLS	318	Campaigns and Elections.	3

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.

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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.	3
PSY 202	Statistics (MATH).	3
PSY 213	Developmental Psychology	3

Students will need to obtain a grade of C or better to apply these courses to the psychology major. Students may substitute equivalent courses taken at other universities in each area by articulation agreement or by permission of the Psychology program. **Nine** units 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.

PSY	300	Psychological Research and Statistical Methods I	4
PSY	301	Psychological Research and Statistical Methods II	4
PSY	310	History and Systems of Psychology.	3
PSY	312	Social Psychology	3
PSY	313	Clinical and Abnormal Psychology.	3
PSY	314	Behavioral Neuroscience	4
PSY	317	Theories of Personality	3
PSY	318	Learning, Cognition and Perception	4

Upper Division Psychology Electives

12-13 units

Psychology majors must take 12-13 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 (POLS/SOC)	4
PSY	305	Field Research Methods	3
PSY	315	Child Psychopathology	3
PSY	327	Parenting	3
PSY	333	Measurement and Testing of Groups and Individuals	3
PSY	337	Psychological Ethics and Moral Philosophy	3
PSY	338	Psychology of Art and Artists (ART)	3
PSY	339	Psychology in Literature (ENGL)	3
PSY	340	History and Psychology of Nazi Germany (HIST)	3
PSY	342	Complementary and Alternative Health (NRS)	3
PSY	344	Psychology and Traditional Asian Thought	3
PSY	345	Individuals with Disabilities in Society (SPED)	3
PSY	346	Human Motivation	3
PSY	348	Healthy Aging (NRS/SOC)	3
PSY	357	Psychology of Families	3
PSY	370	Fundamentals of Counseling Theory	3
PSY	375	Psychology of Health Counseling	3
PSY	383	Chicana/o/Latina/o Identity and Empowerment (CHS)	3
PSY	400	Case Studies in Psychopathology and Clinical Psychology	3
PSY	410	Psychological Testing	3
PSY	420	African American Families	3
PSY	424	Organizational Behavior (MGT)	3
PSY	429	Intergroup Relations	3
PSY	432	Seminar in Leadership	3
PSY	436	Psychology and History of East Asian Warrior Cultures (HIST)	3
PSY	445	Adolescent Development	3
PSY	449	Human-Computer Interaction (COMP)	3

PSY	450	Advances in Neural Science	3
PSY	457	Criminal Behavior	3
PSY	460	Addiction Studies	3
PSY	461	Advanced Topics in Child and Adolescent Development	3
PSY	470	Seminar in Freud and Object Relations Theory	3
PSY	471	Seminar in Jungian and Archetypal Psychology	3
PSY	473	Bizarre Behavior and Culture Bound Syndromes	3
PSY	482	Intermediate Statistics	3
PSY	490	Topics in Psychology	1-3
PSY	492	Internship or Service Learning	1-3
PSY	494	Independent Research in Psychology	1-3
PSY	497	Directed Study in Psychology	1-3
PSY	499	Senior Capstone Course	1-3

Required Supporting and Other General Education Courses - 71 units

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

PSY	100	Introduction to Psychology.	3
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One course from the following list 3 units:

PSY	212	Neurobiology & Cognitive Science (BIOL)	3
PSY	213	Developmental Psychology	3
PSY	220	Human Sexual Behavior	3

Upper-Division Requirements - 12-14 units

Two courses from the following list 6-8 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	4
PSY	317	Theories of Personality	3
PSY	318	Learning, Cognition and Perception	4

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	100	Introduction to Psychology.	3
PSY	213	Developmental Psychology	3

Upper-Division Requirements - 12 units

Each of the following courses:

PSY	445	Adolescent Development	3
PSY	461	Advanced Topics in Child and Adolescent Development	3

Two courses from the following list 6 units:

PSY	315	Child Psychopathology	3
PSY	317	Theories of Personality	3
PSY	327	Parenting	3
PSY	337	Psychological Ethics and Moral Philosophy	3
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.

Faculty

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Bachelor of Arts Degree in Sociology - (120 units)

Lower Division Major Requirements	9
Upper Division Major Requirements	35
American Institutions Requirements	6
Other GE Requirements	45
Electives	25
TOTAL	120 units

The Sociology Major is a 44 unit major. Students are encouraged to declare a second major or minor in a related discipline, depending on their interests.

Lower Division Requirements - 9 units

SOC 100	Introduction to Sociology	3
SOC 201	Social Problems	3
SOC 202	Introduction to Research Methods	3

Upper Division Requirements - 20 units

SOC 303	Statistical Applications In The Social Sciences (POLS/PSY).	4
SOC 310	Research Methods in Sociology	4
SOC 350	Social Stratification: Theories of Social Class	3
SOC 420	Classical Sociological Theory	3
SOC 421	Contemporary Sociological Theory	3
SOC 499	Capstone	3

Emphasis Requirements - 12 units

Select a minimum of 12 units in areas 1, 2 or 3. SOC 490, 492 and 494 must be cleared by instructor.

1. Institutions

SOC 322	Sociology of Popular Culture (ENGL/COMM).	3
SOC 330	Political Sociology (POLS).	3
SOC 336	Social Entrepreneurship (BUS).	3
SOC 370	Crime and Society	3
SOC 374	Sociology of Organizations.	3
SOC 412	Sex, Love and Money: The Family.	3
SOC 415	Sociology of Religion.	3
SOC 418	Sociology of Education	3
SOC 490	Topics in Sociology	3

SOC 492	Field Experience in Sociology	2-3
SOC 494	Independent Study	1-3

2. Inequalities

SOC 309	Topics in Gay, Lesbian, Bisexual Transgender Studies	1
SOC 331	Narratives of the Working Class (ECON/ENGL/HIST/POLS)	3
SOC 336	Social Entrepreneurship (BUS)	3
SOC 360	Race and Ethnicity	3
SOC 372	Urban Sociology.	3
SOC 410	Sociology of Gender and Sexuality	3
SOC 418	Sociology of Education	3
SOC 425	Contemporary Immigration Issues (CHS)	3
SOC 448	Globalization and Development (BUS/ECON)	3
SOC 490	Topics in Sociology	3
SOC 492	Field Experience in Sociology	2-3
SOC 494	Independent Study	1-3

3. Social Processes

SOC 330	Political Sociology (POLS).	3
SOC 348	Healthy Aging (PSY/NURS).	3
SOC 352	Social Movements	3
SOC 372	Urban Sociology.	3
SOC 374	Sociology of Organizations	3
SOC 425	Contemporary Immigration Issues (CHS)	3
SOC 429	Social Change in Spain (SPAN).	3
SOC 440	Population Studies (ESRM)	3
SOC 448	Globalization and Development (BUS/ECON)	3
SOC 490	Topics in Sociology	3
SOC 492	Field Experience in Sociology	2-3
SOC 494	Independent Study	1-3

Electives - 3 units

Three upper division 11 units in sociology outside the student's emphasis area (see above).

Required Supporting, General Education Elective Courses - 76 units

American Institutions Requirement	6
Other GE Courses	45
Electives	25

Minor in Sociology - (21 units)

Lower-Division Requirements - 6 units

(Including pre-/corequisites)

SOC 100	Introduction to Sociology	3
SOC 202	Introduction to Research Methods	3

Upper-Division Requirements - 15 units

Fifteen units of upper division sociology courses in the core or across the area emphasis.

Programs 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 34 units, providing students the opportunity to pursue a minor in another discipline or even a second major. The Spanish minor is 20 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

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Contact Information

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Bachelor of Arts in Spanish - (120 units)

Spanish Courses	34
General Education Courses	48
American Institutions Requirement Courses	6
University Elective Courses	32
TOTAL	120 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 courses:

SPAN	201	Intermediate Spanish I	4
and			
SPAN	202	Intermediate Spanish II	4
or			
SPAN	211	Spanish for Heritage Speakers I	4
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 one course from each of the following categories.

Language - 3 units

Select either:

SPAN	301	Advanced Spanish: Part One	3
or			
SPAN	302	Advanced Spanish: Part Two	3

Literature - 3 units

SPAN 310 Introduction to Prose, Poetry & Drama . . . 3

Culture - 3 units*Select either:*

SPAN 410 Civilizations and Cultures of Spain. . . 3

or

SPAN 411 Civilizations and Cultures of Latin America. 3

Linguistics - 3 units

SPAN 315 Introduction to Spanish Linguistics . . . 3

Capstone - 2 units

SPAN 499 Capstone in Spanish 2

Electives - 12 units*Choose from the following:*

SPAN 301* Advanced Spanish: Part One 3

or

SPAN 302 Advanced Spanish: Part Two 3

SPAN 304 Spanish for Careers and Professions . . . 3

SPAN 311 Bilingual Literary Studies/Estudios Literarios Bilingües (ENGL) 3

SPAN 320 Introduction to Spanish Translation . . . 3

SPAN 334 Spanish Language Drama and Theatre . 3

SPAN 350 Advanced Spanish Grammar and Composition 3

SPAN 410* Civilizations and Cultures of Spain. . . 3

or

SPAN 411 Civilizations and Cultures of Latin America. 3

SPAN 415 Spanish Language Variation and Diversity. 3

SPAN 420 Specialized Spanish Translation 3

SPAN 429 Social Change in Spain (SOC) 3

SPAN 450 Literary Translation 3

SPAN 460 Masterpieces of Spanish Literature . . . 3

SPAN 461 Masterpieces of Latin American Literature 3

SPAN 462 Modern Mexican Literature 3

SPAN 490 Special Topics in Spanish. 3

Students may choose as electives courses found in the Core, provided the 11 unit core is completed.One of the following courses may also be chosen as an elective for the Spanish major:*

ART 333 History of Southern California Chicana/o Art (CHS/HIST). 3

ENGL 334 Narratives of Southern California (ENGL) 3

HIST 402 Southern California Chicana/o History and Culture (CHS) 3

HIST 420 History of Mexico 3

HIST 421 Revolutionary Mexico, 1876-1930 . . . 3

Requirements for the Certificate in Spanish Translation - 15 units

The goal of this certificate is to prepare students to work as 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 is a prerequisite.

SPAN 315 Introduction to Spanish Linguistics . . . 3

SPAN 320 Introduction to Spanish Translation . . . 3

SPAN 350 Advanced Spanish Grammar and Composition. 3

SPAN 420 Specialized Spanish Translation 3

SPAN 450 Literary Translation 3

Minor in Spanish - (20 units)

The Spanish minor provides students the opportunity to develop their Spanish-language skills while deepening their knowledge of the peoples and cultures of the Hispanic world. Students can choose from coursework which focuses on language, linguistics, culture, Spanish for careers, literature, translation, and art or history.

Lower Division Requirements - 8 units

SPAN 201 Intermediate Spanish I 4

and

SPAN 202 Intermediate Spanish II 4

or

SPAN 211 Spanish for Heritage Speakers I 4

and

SPAN 212 Spanish for Heritage Speakers II. . . . 4

Upper Division Requirements - 12 units*Select four courses from the following:*

ART 333 History of Southern California Chicana/o Art (CHS/HIST). 3

SPAN 301 Advanced Spanish: Part One 3

SPAN 302 Advanced Spanish: Part Two 3

SPAN 304 Spanish for Careers and Professions . . . 3

SPAN 310 Introduction to Prose Poetry and Drama . 3

SPAN 311 Bilingual Literary Studies/Estudios Literarios Bilingües (ENGL) 3

SPAN 315 Introduction to Spanish Linguistics 3

SPAN 320 Introduction to Spanish Translation 3

SPAN 334 Spanish Language Drama and Theatre (PATH). 3

SPAN 350 Advanced Spanish Grammar and Composition. 3

SPAN 410 Civilizations and Cultures of Spain. 3

SPAN 411 Civilizations and Cultures of Latin America 3

SPAN 415 Spanish Language Variation and Diversity. 3

SPAN 420 Specialized Spanish Translation 3

SPAN 421 Spanish for Educators I 3

SPAN 422 Spanish for Educators II. 3

SPAN 429 Social Change in Spain (SOC) 3

SPAN 450 Literary Translation 3

SPAN 460 Masterpieces of Spanish Literature 3

SPAN 461 Masterpieces of Latin American Literature 3

SPAN 462 Modern Mexican Literature 3

SPAN 490 Special Topics in Spanish. 3

Section 13

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Course Numbering

0–99	Pre-baccalaureate (no degree credit)
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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 300 APPLIED MANAGERIAL ACCOUNTING (3)

Three hours lecture per week
Prerequisite: 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, job-order 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.

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.
GenEd: B2

ANTH 105 INTRODUCTION TO ARCHAEOLOGY (3)

Three hours lecture per week
A general survey of the history and goals of archaeology, with an emphasis on methods of data collection, dating, and interpretation. Additional topics include human adaptations to the cultural and natural worlds, the development of complex societies, and the application of archaeological knowledge to the present.
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.
GenEd: D

ANTH 323 NATIVE AMERICANS OF CALIFORNIA TO THE 1850's (3)

Three hours lecture per week
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 1850's. The impact of Spanish exploration, colonization, and the mission system

will be traced from the perspectives of both the Native Americans and their colonizers.

GenEd: C3B, D

ANTH 327 ORAL HISTORY AND THE COMMUNITY (3)

Three hours lecture per week
Prerequisite: 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
Prerequisite: Junior Standing or Consent of Instructor
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: ESRM 332
GenEd: D, INTD

ANTH 345 HUMAN EVOLUTION AND DIVERSITY (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor
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.
GenEd: B2, INTD

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, INTD

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, INTD

ANTH 444 VALUES AND VALUABLES (3)

Three hours lecture per week

Prerequisite: 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, INTD

ANTH 445 THE SEACOAST THROUGH TIME (3)

Three hours seminar per week

Prerequisite: ANTH 102 or ANTH 105

Places the coastal experience in a broad temporal perspective, envisioning the seacoast as a dynamic interface between the marine and terrestrial environments that have provided humans access to a variety of opportunities related to: resource exploitation, transportation, colonization, cultural interaction, trade, conflict, and inspiration. The course examines the multidirectional ways that humans and the ocean interact. Cultures and societies discussed include prehistoric and contemporary groups from around the globe. Specific groups will vary by semester. Students also examine contemporary pressing problems related to these topics, and apply their knowledge of anthropology to recommend ways of resolving them.

GenEd: D, INTD

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 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

This seminar explores a different topic each term. Repeatable by topic up to 2 units.

ANTH 492 INTERNSHIP (1-3)

Variable hours activity per week

Prerequisite: Consent of Instructor

Individual internship for advanced students of Anthropology. Repeatable up to 6 units.

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 6 units may be applied to the major.

ANTH 499 CAPSTONE PROJECT (3)

Three hours seminar per week

Prerequisite: 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

Prerequisite: 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 three-dimensional 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
Prerequisite: 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
Prerequisite: 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
Prerequisite: 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
Prerequisite: 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
Prerequisite: ART 105 or ART 106 or ART 107 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

Prerequisite: 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

Prerequisite: ART 105 and ART 106

Explorations into a wide variety of ceramic ideas, techniques and materials utilized in the development of hand-building methods as applied to sculptural and vessel forms. Basic competence with the potter's wheel will also be covered. A lab fee is 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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. A lab fee is required.

ART 317 VIDEO GAME PRODUCTION (3)

Six hours activity per week

Prerequisite: ART 205 and ART 326

An art workshop course focused on conceptualizing, designing, and producing a 3D video game. Industry-standard 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. A lab fee is 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 the use of three-dimensional media in the creation of individual works of art. Repeatable for up to 6 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

Prerequisite: 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

Prerequisite: 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 6 units.

ART 326 DIGITAL MEDIA ART: 3D COMPUTER ANIMATION (3)

Six hours activity per week

Prerequisite: 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 6 units.

ART 327 COMMUNICATION DESIGN TECHNOLOGY: MULTIMEDIA THEORY AND PROCESS (3)

Six hours activity per week

Prerequisite: 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

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 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

Prerequisite: Junior Standing or Consent of Instructor

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: CI, INTD

ART 331 ART, SOCIETY, AND MASS MEDIA (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

ART 332 MULTICULTURAL ART MOVEMENTS (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

ART 333 HISTORY OF SOUTHERN CALIFORNIA CHICANA/O ART (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

ART 334 THE BUSINESS OF ART (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

ART 335 AMERICAN ETHNIC IMAGES IN NOVELS, FILM AND ART (3)

Three hours lecture/discussion per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

ART 336 ART AND MUSIC: DISSONANCE, DIVERSITY AND CONTINUITY (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

ART 337 ART ON FILM AND FILM AS ART (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

ART 338 PSYCHOLOGY OF ART AND ARTISTS (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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. A lab fee is required.

Same as PA 384

ART 385 AUDIO DESIGN AND RECORDING (3)

Six hours activity per week

Prerequisite: 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 386 STORYBOARDING (3)

Six hours activity per week

Prerequisite: ART 105 and ART 106

Storyboarding focuses on techniques of visual storytelling for the moving image, including work in traditional and computer animation, motion pictures, multimedia, time-based

imagery and video game design. Studio projects focuses on understanding and manipulating the graphic language of sequenced visual imagery to tell a story in coherent and compelling visual terms. Emphasis is placed on technique, process of refinement and the visual development of the story. Repeatable up to 6 units.

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 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 6 units.

ART 422 ADVANCED ARTISTIC PROBLEMS: DIGITAL MEDIA ART (3)

Six hours laboratory per week

Prerequisite: 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

Prerequisite: 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 6 units.

ART 431 EUROPEAN RENAISSANCE LITERATURE AND ART (3)

Three hours lecture/discussion per week

Prerequisite: 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.

GenEd: C1, C2, INTD

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 1920's. Historical geneses and subsequent artistic legacies will also be explored.

Same as ENGL 432, PAMU 432

GenEd: C1, C2, INTD

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, INTD

ART 434 THE MUSEUM: CULTURE, BUSINESS AND EDUCATION (3)

Three hours lecture per week
An interdisciplinary, in-depth study of a museum from the perspective of art, business, and education. Analyzes how artistic values, business and management issues and educational projects are linked within museum practices. Each term this course is offered it will focus on a specific museum in the area. Repeatable up to 2 units.

Same as BUS 434, EDUC 434

GenEd: C1, D, INTD

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, INTD

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, INTD

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 cross-cultural 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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 finger-spelling, 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 finger-spelling, 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
Prerequisite: 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
Prerequisite: 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
Prerequisite: 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
Prerequisite: 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
Prerequisite: 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
Prerequisite: 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
Prerequisite: 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 the biology of organisms including ecology, evolution, diversity and human impacts. The ecology unit includes discussion of population, community, and ecosystem ecology. Evolution covers natural selection and the Darwinian revolution, origin of species, and other evolutionary processes. Diversity covers systematics and taxonomy, and a tour of life on Earth including viruses, prokaryotes, protists, fungi, plants and animals. Human impacts on biological systems will be discussed. A lab fee is required.
GenEd: B2

BIOL 201 PRINCIPLES OF CELL AND MOLECULAR BIOLOGY (4)

Three hours lecture and three hours laboratory per week
Prerequisite: 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
Prerequisite: 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
Prerequisite: 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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 (4)

Three hours lecture and three hours laboratory per week

Prerequisite: BIOL 200 or Consent of Instructor

Introduction to the structure, function, and diversity of land plants. Topics include basic plant anatomy, morphology, physiology, ecology, evolution, identification, and a survey of major lineages including mosses, ferns, gymnosperms, and flowering plants. 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 and three hours lab 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, non-profits, 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
Prerequisite: Junior Standing or Consent of Instructor

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.

GenEd: B2, D, INTD

BIOL 332 CANCER AND SOCIETY (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor

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, INTD

BIOL 333 EMERGING PUBLIC HEALTH ISSUES (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor

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, INTD

BIOL 334 NATURAL HISTORY OF VENTURA COUNTY (3)

Two hours lecture and three hours laboratory per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

BIOL 335 THE BIOSPHERE (3)

Three hours of lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

BIOL 342 THE ZOO: CONSERVATION, EDUCATION AND RECREATION (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

BIOL 345 SCIENCE AND PUBLIC POLICY (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

BIOL 400 MOLECULAR BIOLOGY (4)

Three hours lecture and three hours laboratory per week

Prerequisite: 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

Prerequisite: 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 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 pharmaceuticals. 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 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
Prerequisite: 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
Prerequisite: 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
Prerequisite: 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.

BIOL 422 MOLECULAR PLANT PHYSIOLOGY (4)

Three hours lecture and three hours laboratory per week
Prerequisite: 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 424 HUMAN PHYSIOLOGY (3)

Three hours lecture per week
Prerequisite: BIOL 300 with a grade of C or 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
Prerequisite: 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 and three hours lab per week
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
Prerequisite: 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
Prerequisite: 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
Prerequisite: 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, INTD

BIOL 432 PRINCIPLES OF EPIDEMIOLOGY AND ENVIRONMENTAL HEALTH (3)

Three hours lecture per week

Prerequisite: 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, INTD

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, INTD

BIOL 434 INTRODUCTION TO BIOMEDICAL IMAGING (4)

Three hours lecture and two hours activity per week

Prerequisite: 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, INTD

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

Prerequisite: 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 452 ENTOMOLOGY (4)

Three hours lecture and three hours lab per week

Prerequisite: BIOL 200

Explore the biology of the most successful and diverse group of organisms on Earth: insects. Insect morphology, physiology, ecology, behavior, taxonomy, and evolutionary history of the major insect orders will be discussed, as will the importance of insects to humans and biological control. Laboratories will emphasize collection, mounting and preservation techniques for insect specimens, as well as identification to the level of insect order and families.

BIOL 453 METHODS IN POPULATION AND COMMUNITY ECOLOGY (4)

Three hours lecture and three hours lab per week

Prerequisite: BIOL 200, BIOL 203 and MATH 150

Discuss the mechanisms governing population dynamics and community structure. Mathematical models for population growth, predator-prey interactions, competition, island biogeographs, and food webs will be explored. Computer labs will emphasize the analysis of ecological datasets.

BIOL 464 MEDICAL INSTRUMENTATION (4)

Three hours lecture and two hours lab activity per week

Prerequisite: 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.

Same as: PHYS 464

BIOL 490 SPECIAL TOPICS (1-3)

Three hours seminar per week

Prerequisite: Consent of Instructor

In-depth analysis of current topics in biology. Topics vary each semester. Repeatable by topic.

BIOL 491 SPECIAL LABORATORY TOPICS (1-3)

Prerequisite: 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)

Prerequisite: 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

Prerequisite: 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

BIOL 494 INDEPENDENT RESEARCH (1-3)

Prerequisite: 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)

Prerequisite: 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.

BIOL 501 FUNDAMENTALS OF CELLULAR AND MOLECULAR BIOLOGY (4)

Four hours lecture per week

Prerequisite: 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

Prerequisite: BIOL 400, BIOL 401 or BIOL 501 or Consent of Instructor

Provides students with theoretical foundations and practical 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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.

BIOL 507 PHARMACOGENOMICS AND PHARMACOPROTEOMICS (3)

Three hours lecture per week

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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 and 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
Prerequisite: 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 (1.5-1.5)

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
 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 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
 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
Prerequisite: 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
Prerequisite: 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 per week
Prerequisite: 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
Prerequisite: MATH 150; PHYS 200 and PHYS 201 or PHYS 315 or BIOL/PHYS 434
 Covers biosignaling processes, instrumentation and devices in measuring, recording, monitoring and diagnosis, modern medical imaging analysis systems, nanodevices, 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)

Three hours lecture per week
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 ECON 203, SOC 203
GenEd: D

BUS 301 SOCIAL BUSINESS PLANNING (3)

Three hours lecture per week
Prerequisite: BUS/ECON /SOC 203
Addresses the major issues confronted when planning a social business: identification, diagnosis and measurement of social problem, elements of a social business plan including all types of resource flows, plausible forecasting about them, tax issues, and legal issues. Students will interact with an existing social business and research its business plan.
Same as ECON 301, SOC 301

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 Same asECON 305

BUS 320 BUSINESS OPERATIONS (3)

Three hours lecture per week
Prerequisite: 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 330 BEHAVIORAL FINANCE: THE PSYCHOLOGY OF DECISION-MAKING (3)

Three hours lecture per week
Examines the influence psychology has on the behavior of financial practitioners and the subsequent effect on financial markets. Investigates psychological variables (such as heuristics, biases, overconfidence, and sentiment) and how the resulting affective and cognitive reactions impact personal and general financial decisions. Examines how to apply behavioral finance in investing, corporate financial decision making, and financial market management.
Same as PSY 330
GenEd: D, E, INTD

BUS 334 THE BUSINESS OF ART (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor
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, INTD

BUS 335 BUSINESS AND THE PERFORMING ARTS (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor
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, INTD

BUS 336 SOCIAL ENTREPRENEURSHIP (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor
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 semester-long service project.
Same as SOC 336
GenEd: D, INTD

BUS 339 BUSINESS IN CHINA: HERITAGE AND CHANGE (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor
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, INTD

BUS 340 BUSINESS AND ECONOMICS IN LITERATURE (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor
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 Same asECON 340, ENGL 340
GenEd: C2, D, INTD

BUS 341 DRUG DISCOVERY AND DEVELOPMENT (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor
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, INTD

BUS 342 THE ZOO: CONSERVATION, EDUCATION AND RECREATION (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

BUS 344 THE LIBRARY: COLLECTIONS, SERVICES & INSTRUCTION (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, IIB 344

GenEd: D, INTD

BUS 347 THE UNIVERSITY (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

BUS 349 HISTORY OF BUSINESS AND ECONOMICS IN NORTH AMERICA (3)

Three hours of lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

BUS 434 THE MUSEUM: CULTURE, BUSINESS AND EDUCATION (3)

Three hours lecture per week

An interdisciplinary, in-depth study of a museum from the perspective of art, business, and education. Analyzes how artistic values, business and management issues and educational projects are linked within museum practices. Each term this course is offered it will focus on a specific museum in the area. Repeatable up to 2 units.

Same as ART 434, EDUC 434

GenEd: CI, D, INTD

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, INTD

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, INTD

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 495 THE ENTERTAINMENT EVENT: PRODUCTION, MARKETING AND PERFORMANCE (3)

Two hours lecture and 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 498 FACULTY-STUDENT COLLABORATIVE RESEARCH IN SOCIAL BUSINESS (2-3)

Two to six hours activity per week

Prerequisite: BUS/ECON/SOC 203, BUS/ECON/SOC 301 and Consent of Instructor

Engage in the creation of original intellectual or creative work by collaborating with a faculty member on research of a social business. Includes in-depth and possible on-site study of a social business using knowledge from previous courses in the minor/certificate; and the writing of a case study about the chosen social business.

Same as ECON 498, SOC 498

BUS 499 CAPSTONE (3)

Three hours lecture per week

Prerequisite: 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 PC-based simulation of an ongoing (fictitious) international business. Requires decision-making 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, multi-attribute 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 6 units.

BUS 523 SPECIAL TOPICS IN ECONOMICS (3)

Three hours seminar per week
In-depth analysis of current topics in economics. Topics vary each semester. Repeatable up to 6 units.

BUS 524 SPECIAL TOPICS IN HUMAN RESOURCE MANAGEMENT (3)

Three hours seminar per week
In-depth analysis of current topics in human resource management. Topics vary each semester. Repeatable up to 6 units.

BUS 525 SPECIAL TOPICS IN STRATEGY (3)

Three hours seminar per week
In-depth analysis of current topics in strategy. Topics vary each semester. Repeatable up to 6 units.

BUS 526 SPECIAL TOPICS IN CAREER DEVELOPMENT (3)

Three hours seminar per week
In-depth analysis of current topics in career development. Topics vary each semester. Repeatable up to 6 units.

BUS 527 SPECIAL TOPICS IN ENTREPRENEURIAL MANAGEMENT (3)

Three hours seminar per week
In-depth analysis of current topics in entrepreneurial management. Topics vary each semester. Repeatable up to 6 units.

BUS 528 SPECIAL TOPICS IN MANAGEMENT INFORMATION SYSTEMS (3)

Three hours seminar per week
In-depth analysis of current topics in management information systems. Topics vary each semester. Repeatable up to 6 units.

BUS 529 SPECIAL TOPICS IN BUSINESS OPERATIONS (3)

Three hours seminar per week
In-depth analysis of current topics in business operations. Topics vary each semester. Repeatable up to 6 units.

BUS 530 MANAGING BUSINESS OPERATIONS (3)

Three hours seminar per week
Prerequisite: BUS 520
Corequisite: 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

Prerequisite: 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 6 units.

BUS 610 CAPSTONE PROJECT FOR MS/MBA DUAL DEGREE (6)

Six hours seminar per week

Prerequisite: 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

Prerequisite: 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 and three hours lab per week

Prerequisite: 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.

A lab fee is 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

Prerequisite: 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. A lab fee is required.

GenEd: B1

CHEM 122 GENERAL CHEMISTRY II (4)

Three hours lecture and three hours laboratory per week

Prerequisite: 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. A lab fee is 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

Prerequisite: 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

Prerequisite: 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. A lab fee is required.

CHEM 301 ENVIRONMENTAL CHEMISTRY - ATMOSPHERE AND CLIMATE (3)

Three hours lecture per week

Prerequisite: 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 and three hours lab per week

Prerequisite: 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.

Prerequisite: 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. A lab fee is required.

GenEd: B4

CHEM 311 ORGANIC CHEMISTRY I (3)

Three hours lecture per week

Prerequisite: 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

Prerequisite: 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. A lab fee is 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

Prerequisite: 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

Prerequisite: 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). A lab fee is 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

Prerequisite: 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

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

CHEM 335 THE CHEMISTRY OF THE KITCHEN (3)

Two hours lecture and two hours activity per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

CHEM 341 DRUG DISCOVERY AND DEVELOPMENT (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

CHEM 343 FORENSIC SCIENCE (3)

Two hours lecture and three hours laboratory per week

Prerequisite: Junior Standing or Consent of Instructor

A survey of the various chemical and biological techniques used in obtaining and evaluating criminal evidence. Topics include: chromatography; mass spectrometry (LC-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, INTD

CHEM 344 ENERGY AND SOCIETY (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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 PHYS 344

GenEd: B1, INTD

CHEM 371 PHYSICAL CHEMISTRY I (3)

Three hours lecture per week

Prerequisite: 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

Prerequisite: CHEM 371 (or concurrent registration)

This course is designed to introduce experimental physical chemistry including measurement of thermodynamic and kinetic properties. A lab fee is required.

CHEM 373 PHYSICAL CHEMISTRY II (3)

Three hours lecture per week

Prerequisite: 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

Prerequisite: 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. A lab fee is required.

CHEM 415 MOLECULAR STRUCTURE DETERMINATION (4)

Three hours lecture and three hours laboratory per week

Prerequisite: 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. A lab fee is required.

CHEM 420 ADVANCED INORGANIC CHEMISTRY (3)

Three hours lecture per week

Prerequisite: 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

Prerequisite: 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. A lab fee is required.

CHEM 460 BIOCHEMISTRY I (4)

Three hours lecture and three hours laboratory per week

Prerequisite: 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. A lab fee is required.

CHEM 461 BIOCHEMISTRY II (4)

Three hours lecture and three hours laboratory per week

Prerequisite: 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. A lab fee is required.

CHEM 465 BIOINORGANIC CHEMISTRY (4)

Three hours lecture and three hours laboratory per week

Prerequisite: 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

Laboratory study of a selected topic, the title of which is to be specified in advance. Repeatable by topic up to 6 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 6 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
Prerequisite: 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 work-in 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

Chicano/a 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 and two hours activity per week
Prerequisite: 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/No Credit
GenEd: D

CHS 331 TRANSBORDER PERSPECTIVES IN CHICANA/O STUDIES (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor
 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, INTD

CHS 333 HISTORY OF SOUTHERN CALIFORNIA CHICANA/O ART (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor
 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, INTD

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, COMM 343
GenEd: C3B, INTD

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
Prerequisite: 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

Prerequisite: 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 1990's. 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

Prerequisite: 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 child-centered setting or related service project.

Same as EDUC 445, HIST 445

GenEd: C3B, D, INTD

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

Prerequisite: 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, post-modernism, 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

Prerequisite: 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 experience.

CHS 494 INDEPENDENT RESEARCH (1-3)

One to Three hours activity per week

Prerequisite: 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 3 units.

CHS 497 DIRECTED STUDIES (1-3)

One to three hours per week

Prerequisite: 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

Prerequisite: 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 Laboratory Studies

CLS 500 CLINICAL TRAINING CERTIFICATE PROGRAM PART ONE (8)

Forty hours field studies per week

Prerequisite: 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)

Forty hours field studies per week

Prerequisite: 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 information-saturated 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
Prerequisite: 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.

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 MULTICULTURAL 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
Prerequisite: Junior Standing or Consent of Instructor
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, INTD

COMM 340 CONFLICT MANAGEMENT AND MEDIATION (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor
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, INTD

COMM 342 INTERNET-BASED SOCIAL NETWORKS (3)

Three hours lecture per week
Explores the ongoing evolution of Internet based social networks using an interdisciplinary approach. Incorporates research from sociology, computer science, media studies, and philosophy to understand Internet based social networks, cultural and structural

conditions of online communication, virtual identity construction, management of digital media, and the impact online social networks have on various institutions of society.

Same as COMP 342, SOC 342

GenEd: B4, D, INTD

COMM 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 CHS 343, NRS 343

GenEd: C3B, INTD

COMM 345 MEDIA LITERACY AND YOUTH CULTURE (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor
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, INTD

COMM 346 SCHOOL COMMUNICATION (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor
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, INTD

COMM 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 NRS 441

GenEd: D, INTD

COMM 442 ORGANIZATIONAL COMMUNICATION (3)

Three hours lecture per week

Prerequisite: 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, INTD

COMM 443 ENVIRONMENTAL COMMUNICATION (3)

Three hours lecture per week

Prerequisite: 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, INTD

COMM 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 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 units.

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

Prerequisite: Upper Division Standing and

Program approval; Instructor consent

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 and four hours activity per week

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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 IS 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

Prerequisite: 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)

Two hours lecture and three hours lab per week

Prerequisite: COMP 105 or COMP 121 or 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 UNIX SYSTEM PROGRAMMING I (3)

Two hours lecture and three hours lab per week

Prerequisite: COMP 151 or IT 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.

Same as IT 221

COMP 232 PROGRAMMING LANGUAGES (3)

Two hours lecture and three hours lab per week

Prerequisite: 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)

Two hours lecture and three hours lab per week

Prerequisite: 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

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

COMP 342 INTERNET-BASED SOCIAL NETWORKS (3)

Three hours lecture per week

Explores the ongoing evolution of Internet based social networks using an interdisciplinary approach. Incorporates research from sociology, computer science, media studies, and philosophy to understand Internet based social networks, cultural and structural conditions of online communication, virtual identity construction, management of digital media, and the impact online social networks have on various institutions of society.

Same as COMM 342, SOC 342

GenEd: B4, D, INTD

COMP 345 DIGITAL IMAGE PROCESSING (3)

Three hours lecture in the lab per week

Prerequisite: Junior Standing or 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, MATH 345

GenEd: B1, B4, INTD

COMP 350 INTRODUCTION TO SOFTWARE ENGINEERING (3)

Two hours lecture and three hours lab per week

Prerequisite: 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, 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. 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)

Two hours lecture and three hours lab per week

Prerequisite: MATH 300 or MATH 301 and COMP 151 or IT 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.

Same as IT 420

COMP 421 UNIX SYSTEM PROGRAMMING II (3)

Two hours lecture and three hours lab per week

Prerequisite: COMP/IT 221

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.

Same as IT 421

COMP 424 COMPUTER SYSTEM SECURITY (3)

Three hours lecture in the lab per week
Prerequisite: COMP 151 or IT 151 required, COMP 362 or COMP/IT 421 recommended
 Security techniques in operating systems, data bases, and computer networks. Analysis of formal security models. Introduction to cryptography, and public key security schemas.
Same as IT 424

COMP 425 COMPUTER GAME PROGRAMMING (3)

Three hours lecture per week
Prerequisite: COMP 151
 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)

Two hours lecture and three hours lab per week
Prerequisite: COMP 232 and COMP 362 or COMP 221 and COMP 421
 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.
Same as IT 429

COMP 437 FOUNDATIONS OF COMPUTER GAME DEVELOPMENT (3)

Three hours lecture per week
Prerequisite: COMP 105, MATH 137, ART 205, ART 206 or Consent of Instructor
 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, INTD

COMP 445 IMAGE ANALYSIS AND PATTERN RECOGNITION (3)

Three hours lecture in the lab per week
Prerequisite: 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, INTD

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, INTD

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, INTD

COMP 451 ADVANCED OBJECT-ORIENTED PROGRAMMING (3)

Three hours lecture in the lab per week
Prerequisite: 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
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 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)

Two hours lecture and three hour lab per week
Prerequisite: COMP 350 and COMP 362 or Consent of Instructor
 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)

Two hours lecture and three hours lab per week
Prerequisite: COMP 350 and MATH 240 or COMP 221 and MATH 301
 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.
Same as IT 464

COMP 469 ARTIFICIAL INTELLIGENCE/ NEURAL NETS (3)

Three hours lecture in the lab per week
Prerequisite: 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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 510 ADVANCED IMAGE ANALYSIS TECHNIQUES (3)

Three hours of lecture in the lab per week

Prerequisite: Admission to the MS Mathematics Program or MS Computer Science 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.

Same as PHYS 510, MATH 510

COMP 520 ADVANCED DATABASE SYSTEMS (3)

Three hours lecture in the lab per week

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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 546 PATTERN RECOGNITION (3)

Three hours of lecture in the lab per week

Prerequisite: Admission to the Computer Science or Mathematics Graduate Program

New and emerging applications of pattern recognition (PR) such as data mining, web searching, multimedia data retrieval, face recognition, and cursive handwriting recognition - require robust and efficient techniques. Statistical decision making and estimation are fundamental to the study of PR. Pattern content is analyzed using feature extraction and classification. The principles and concepts underpinning PR, 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 PR processes, and their performance on a variety of diverse examples will be studied.

Same as PHYS 546, MATH 546

COMP 549 HUMAN-COMPUTER INTERACTION (3)

Three hours lecture in the lab per week

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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, computer-aided 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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)

Prerequisite: 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)

Prerequisite: 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

ECON 111 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)

Three hours lecture per week
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 301 SOCIAL BUSINESS PLANNING (3)

Three hours lecture per week
Prerequisite: BUS/ECON /SOC 203
Addresses the major issues confronted when planning a social business: identification, diagnosis and measurement of social problem, elements of a social business plan including all types of resource flows, plausible forecasting about them, tax issues, and legal issues. Students will interact with an existing social business and research its business plan.
Same as BUS 301, SOC 301

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
Prerequisite: 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
Prerequisite: ECON 110, ECON 111 and MATH 140 or MATH 150
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
Prerequisite: 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
Prerequisite: 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
Prerequisite: Junior Standing or Consent of Instructor
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, POLS 331, HIST 331
GenEd: C2, D, INTD

ECON 333 NONPROFIT ORGANIZATIONS (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor
Issues unique to nonprofit organizations including financial, legal, and political.
Same as POLS 333
GenEd: D, INTD

ECON 340 BUSINESS AND ECONOMICS IN LITERATURE (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor
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, INTD

ECON 341 DRUG DISCOVERY AND DEVELOPMENT (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor
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, INTD

ECON 342 THE ZOO: CONSERVATION, EDUCATION AND RECREATION (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

ECON 344 THE LIBRARY: COLLECTIONS, SERVICES & INSTRUCTION (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, IIB 344

GenEd: D, INTD

ECON 347 THE UNIVERSITY (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

ECON 349 HISTORY OF BUSINESS AND ECONOMICS IN NORTH AMERICA (3)

Three hours of lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

ECON 362 ENVIRONMENTAL ECONOMICS (3)

Three hours lecture per week

Prerequisite: 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

Prerequisite: 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 425 LABOR ECONOMICS (3)

Three hours of lecture per week

Prerequisite: 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, INTD

ECON 444 VALUES AND VALUABLES (3)

Three hours lecture per week

Prerequisite: 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, INTD

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, INTD

ECON 450 PUBLIC SECTOR ECONOMICS (3)

Three hours of lecture per week

Prerequisite: ECON 310 or ECON 329

The economic role of government with an emphasis on the allocation and distribution effects of government expenditures and taxation.

ECON 455 URBAN AND REGIONAL ECONOMICS (3)

Three hours of lecture per week

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: ECON 310 or ECON 311

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

Prerequisite: 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

Prerequisite: 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 hours activity per week

Prerequisite: ECON 310 or 329; MATH 140 or 150, BIOL 202 or MATH 340 or MATH 342

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 6 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 496 SEMINAR IN ECONOMIC
ANALYSIS (3)**

Three hours seminar per week

Prerequisite: 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 498 FACULTY-STUDENT
COLLABORATIVE RESEARCH IN
SOCIAL BUSINESS (2-3)**

Two to six hours activity per week

Prerequisite: BUS/ECON/SOC 203, BUS/
ECON/SOC 301 and *Consent of Instructor*

Engage in the creation of original intellectual or creative work by collaborating with a faculty member on research of a social business. Includes in-depth and possible on-site study of a social business using knowledge from previous courses in the minor/certificate; and the writing of a case study about the chosen social business.

Same as BUS 498, SOC 498

ECON 499 CAPSTONE (3)

Three hours of lecture per week

Prerequisite: 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 and 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

**ECS 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 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 and two hours activity per week

Prerequisite: 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

Prerequisite: 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 INFANT/TODDLER STUDENT TEACHING & SEMINAR (4)

Nine hours field studies per week

One hour seminar per week

Prerequisite: 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 462 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 463 CONSULTATION AND COMMUNICATION WITH FAMILIES AND PROFESSIONALS (3)

Three hours of lecture/discussion per week

Prerequisite: Senior Standing

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.

ECS 468 EARLY NUMERACY & LITERACY FOR CHILDREN AGES 3 - 8 (3)

Three hours lecture per week

Prerequisite: ECS 320, ENGL 312

Corequisite: 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

Prerequisite: ECS 320

Corequisite: 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.

ECS 471 PRESCHOOL/PRIMARY STUDENT TEACHING & SEMINAR (4)

Fourteen (14) hours activity and 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 (I-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 (I-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 (I)

Three hours per week in local public schools.

Prerequisite: 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 4 units.

ECS 562 FIELD EXPERIENCE EARLY CHILDHOOD STUDIES II (2)

One full school day per week in local public schools.

Prerequisite: 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 8 units.

Education – Accelerated Program

EDAP 364 INITIAL CLASSROOM APPRENTICESHIP (I)

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

Prerequisite: 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 I: MULTICULTURAL/ MULTILINGUAL (3)

Three hours lecture per week

Prerequisite: Admission to the Accelerated Program

Corequisite: 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

Prerequisite: Admission to the Multiple Subject Accelerated program; EDAP 422

Corequisite: 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

Prerequisite: MATH 208 or Consent of the Program Coordinator; Admission to the Multiple Subject Accelerated Program

Corequisite: 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

Prerequisite: 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

Prerequisite: MATH 208 or Consent of the Program Coordinator. Admission to the Multiple Subject Accelerated Program.

Corequisite: EDAP 467 or EDAP 469

Consent of Instructor.

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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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.

Graded: Credit/No Credit

EDAP 469 STUDENT TEACHING II (3)

Twelve weeks of one half day in schools and 4 weeks of full-time student teaching.

Prerequisite: 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

Prerequisite: 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.

Prerequisite: 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

Prerequisite: 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 600 CURRICULUM: HISTORY AND ANALYSIS (3)

Three hours lecture per week

Prerequisite: Admission into the MA in Education

Study of theoretical and historical frameworks for curricular development and decision making. Includes analysis and evaluation of curriculum, reform movements, and impacts on teaching and learning.

EDCI 605 ASSESSMENT IN THE CLASSROOM (4)

Four hours lecture per week

Prerequisite: Admission into the MA in Education

An in-depth study of assessment strategies of student learning and an examination of current assumptions about classroom instruction, assessment, and learning. The relationship between theory and practice is emphasized.

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.

EDCI 630 ADVANCED ISSUES IN EARLY CHILDHOOD STUDIES (3)

Three hours lecture per week

Prerequisite: Acceptance into a Masters of Education Program

Investigation into discourses of early childhood development and learning and schooling. The construct of Developmentally Appropriate Practice, supporting consideration of the whole child in research, policy, and educational reforms, will be examined. Culturally Relevant theoretical frameworks and practices, focusing on children's cultural knowledge, prior experiences, and performance styles to make learning more appropriate and effective, will also be addressed.

EDCI 635 RESEARCH, POLICY, AND PRACTICE WITH FAMILIES AND YOUNG CHILDREN (3)

Three hours lecture per week

Prerequisite: Acceptance in a Masters in Education Program and Consent of Instructor

Examines and conducts field research collaborating with families and communities. Special emphasis on the connections among families, young children, and the educational programs families have access to. Emphasis on the Funds of Knowledge of immigrant families and first and second generation immigrant learners in California communities.

EDCI 640 ISSUES IN ELEMENTARY EDUCATION (3)

Three hours lecture per week

Prerequisite: Admission into the MA in Education

Investigates issues surrounding effective schooling for grades K-6. Includes philosophies of elementary education, school organization and leadership, curriculum content, standards, instructional and assessment practices, demographic trends, and culturally relevant pedagogy.

EDCI 641 ADVANCED MATHEMATICS TEACHING METHODS (3)

Three hours lecture per week

Prerequisite: Admission into the MA in Education

Investigates effective strategies for planning, learning, teaching, and assessing major mathematical concepts and content found in California and national Mathematics Curriculum Frameworks. Emphasizes deepening understanding and meeting the needs of all students,

connections within the mathematics curriculum, communicating mathematical ideas, and incorporating technology.

EDCI 642 ADVANCED SCIENCE TEACHING METHODS (3)

Three hours lecture per week
Prerequisite: Admission to the MA in Education
 Focuses on effective science teaching, learning, and assessment strategies aligned to the national science education frameworks and standards. Emphasis is placed on the application of content and pedagogy in a PK-12 curricular context.

EDCI 643 ADVANCED METHODS IN THE TEACHING OF ENGLISH IN SECONDARY SCHOOLS (3)

Three hours lecture per week
Prerequisite: Admission into the MA in Education
 A theoretical and research-based approach to the teaching of literature and writing with practical applications to secondary schools. Emphasizes responsiveness to students' literacy needs, incorporation of technology, and intentionality in planning curriculum.

EDCI 645 ISSUES IN SECONDARY EDUCATION (3)

Three hours seminar per week
Prerequisite: Acceptance into the MA in Education
 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. Formerly EDCI 602, changed Fall 2012.

EDCI 650 COOPERATIVE LEARNING (3)

Three hours lecture per week
Prerequisite: Admission into the MA in Education
 Fundamental knowledge of cooperative learning and analysis derived from its use in classrooms. Development of skills for planning, teaching, and assessment through a research-based framework.

EDCI 655 ADVANCED CLASSROOM MANAGEMENT THEORY (3)

Three hours lecture per week
Prerequisite: Admission into the MA Education Program
 Investigation and discussion of a range of behavior management theories, discipline strategies, organizational procedures, and communication skills. Emphasis will be placed on actual classroom experiences and development of a personal model of discipline.

Education – Multilingual

EDML 563 PRIMARY LANGUAGE PEDAGOGY AND LITERACY I (3)

Three hours lecture per week
Prerequisite: 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
Prerequisite: 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 EDMS 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 I: MULTICULTURAL/ MULTILINGUAL (4)

Three hours of lecture/discussion per week
Prerequisite: Admission to the Multiple Subject Program
Corequisite: 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
Corequisite: 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 525 MODERN METHODS IN MATHEMATICS TEACHING TO GRADES K-3 (3)

Three hours lecture per week
Prerequisite: Admission to the Multiple Subject Program
Corequisite: EDMS 562 or EDMS 566 or Consent of Instructor
 Applying techniques and materials to teaching mathematics in self-contained classrooms in K-3 school settings. Special attention is given to developing number concepts, modeling mathematics concepts through concrete, verbal, symbolic and graphic representations, and mathematical reasoning. Planning units of study, creating lesson plans, and designing and implementing assessment tools to help differentiate activities for English Language Learners and exceptional children are integrated.

EDMS 526 MODERN METHODS IN MATHEMATICS TEACHING TO GRADES 4-6 (2)

Two hours lecture per week
Prerequisite: EDMS 525
Corequisite: EDMS 562, EDMS 565 or EDMS 575 or Consent of Instructor
 Applying techniques and materials to teaching mathematics in self-contained classrooms in Grade 4-6 settings. Special attention is given to mathematical reasoning, problem solving skills, modeling concepts through multiple approaches including verbal, concrete, symbolic, and graphic representations. Designing assessment tools and using assessment data to differentiate activities for English Language Learners and exceptional children. Use of digital technology will be stressed.

**EDMS 527 HISTORY, SOCIAL STUDIES
AND INTEGRATED ARTS (4)**

Four hours of lecture/discussion per week

Prerequisite: Admission to the Multiple Subject Credential Program

Corequisite: 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

Corequisite: 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

Corequisite: 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.

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 on-going 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 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.

EDPL 631 PROFESSIONAL DEVELOPMENT/ FIELDWORK I (1-4)

Variable Credit 1-4 hours.

Each 1 Credit is comprised of: 3 seminars at 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

EDPL 632 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 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

Prerequisite: Admission to the Single Subject Credential Program

Corequisite: 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

Prerequisite: Admission to the Single Subject Credential Program

Corequisite: 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

Prerequisite: Admission to the Single Subject Credential Program

Corequisite: 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

Corequisite: 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

Corequisite: 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 multicultural social studies classrooms in California. Methods to reach and teach English language learners and students with special needs are also highlighted.

EDSS 541 TEACHING MATHEMATICS IN HIGH SCHOOLS (4)

Three hours lecture per week

Prerequisite: Admission to the Single Subject Credential Program

Corequisite: 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

Corequisite: 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

Corequisite: 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

Corequisite: 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 (PART-TIME PROGRAM) (1)

Four hours per week in a middle school setting

Prerequisite: Admission to the Single Subject Credential Program.

Corequisite: 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 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: 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

Corequisite: 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 3 units.

Graded: Credit/No Credit

EDSS 581 STUDENT TEACHING SEMINAR-HIGH SCHOOL (2)

Two hours seminar per week

Prerequisite: Admission to the Single Subject Credential Program. Successful completion of EDSS 575

Corequisite: 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

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

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

EDUC 342 THE ZOO: CONSERVATION, EDUCATION AND RECREATION (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

EDUC 343 TEACHING DRAMA TO CHILDREN (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

EDUC 344 THE LIBRARY: COLLECTIONS, SERVICES & INSTRUCTION (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

EDUC 345 MEDIA LITERACY AND YOUTH CULTURE (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

EDUC 346 SCHOOL COMMUNICATION (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

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

EDUC 347 THE UNIVERSITY (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

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

Prerequisite: 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, INTD

EDUC 434 THE MUSEUM: CULTURE, BUSINESS AND EDUCATION (3)

Three hours lecture per week

An interdisciplinary, in-depth study of a museum from the perspective of art, business, and education. Analyzes how artistic values, business and management issues and educational projects are linked within museum practices. Each term this course is offered it will focus on a specific museum in the area. Repeatable up to 2 units.

Same as ART 434, BUS 434

GenEd: C1, D, INTD

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, INTD

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 child-centered setting or related service project.

Same as HIST 445, CHS 445

GenEd: C3B, D, INTD

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 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 student 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
Corequisite: 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

Prerequisite: Admission to the advanced phase of the Multiple Subject, Single Subject or Education Specialist Teaching Credential Program; *Consent of Instructor*

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 605 EDUCATION IN A DIVERSE SOCIETY (3)

Three hours lecture/discussion per week

Prerequisite: Completion of Baccalaureate Degree

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)

Prerequisite: Admission to Masters of Education Program

Consent of Instructor Required for Enrollment

Independent research of topic of choice with advisor approval. Repeatable up to 6 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 (1-3)

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

Prerequisite: Advancement to Candidacy and *Consent of Instructor*

Independent action research project with advisor approval. Repeatable up to 6 units.

Student Option: Graded or Credit/No Credit

EDUC 650 CRITICAL FRIENDS GROUP AS PROFESSIONAL LEARNING COMMUNITY (3)

Three hours seminar per week

Prerequisite: *Consent of Instructor*

Developing theoretical and practical knowledge and skills for creating a student-centered culture of evidence in classrooms and schools, cultivating leadership skills, and preparing to lead PK-12 colleagues in creating and implementing professional learning communities in schools.

Graded: 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

Corequisite: 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

Corequisite: Enrolled in Graduate or Postbaccalaureate Program and *Consent of Instructor*

Provides a graduate student with credit for curricular activities conducted under the direction of a School of Education faculty member.

English

ENGL 101 STARTING THE STRETCH (1)

One hour online per week

An introduction to the expectations, terminology and conventions of first year writing courses, with discussion of the multiple purposes of college writing and analysis of student/peer writing. Practice in the use of scoring rubrics and introduction to the concept of holistic scoring. Online course.

Graded: Credit/No Credit

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.

GenEd: A2

ENGL 105 COMPOSITION AND RHETORIC I (3)

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

Prerequisite: 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 6 units.

GenEd: C2, C3B

ENGL 120 AMERICAN LITERATURE I (3)

Three hours lecture/discussion per week

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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 250 BRITISH AND EUROPEAN LITERATURE II (3)

Three hours lecture/discussion per week

Prerequisite: 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 251 SECRETS OF ACADEMIC WRITING (3)

Three hours lecture per week

Prerequisite: ENGL 102 and ENGL 103 or ENGL 105 or ENGL 106

Locate, examine, analyze and practice genres of academic writing within a discipline. Discuss how and why writers publish in a discipline, consider guidelines for writers, and deconstruct the ways that writers organize their material. Practice academic writing genres to gain entry into the secrets of the discipline, and learn how to present according to expectations.

Student Option: Graded or Credit/No Credit

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

Prerequisite: ENGL 103 or ENGL 105 and SPAN 202 or SPAN 212 or Consent of Instructor

Explores the literature of the Americas written in English and Spanish. Includes works by bilingual U.S. authors and by Latin American authors. Genres may include novels, short stories, drama, and poetry. Texts will be read 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
Prerequisite: 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
Prerequisite: ENGL 103 or ENGL 105 and either ENGL 220 or ENGL 250 (or the 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 6 units.

ENGL 326 MAJOR BRITISH AND EUROPEAN AUTHORS (3)

Three hours lecture/discussion per week
Prerequisite: 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
Prerequisite: 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
Prerequisite: 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
Prerequisite: 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
Prerequisite: Junior Standing or Consent of Instructor
 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, INTD

ENGL 331 NARRATIVES OF THE WORKING CLASS (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor
 Examines the lives of working people using various thematic approaches and disciplinary methodologies. Materials include literature, film, and case studies.
Same as SOC 331, POLS 331, ECON 331, HIST 331
GenEd: C2, D, INTD

ENGL 332 TEACHING DRAMATIC LITERATURE (3)

Three hours lecture per week
Prerequisite: 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, INTD

ENGL 333 MULTICULTURAL DRAMA AND THEATRE (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor
 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, INTD

ENGL 334 NARRATIVES OF SOUTHERN CALIFORNIA (3)

Three hours lecture/discussion per week
Prerequisite: Junior Standing or Consent of Instructor
 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, INTD

ENGL 335 AMERICAN ETHNIC IMAGES IN NOVELS, FILM AND ART (3)

Three hours lecture/discussion per week
Prerequisite: Junior Standing or Consent of Instructor
 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, INTD

ENGL 337 LITERATURE OF THE ENVIRONMENT (3)

Three hours lecture/discussion per week
Prerequisite: Junior Standing or Consent of Instructor
 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, INTD

ENGL 338 SCIENCE AND CONSCIENCE (3)

Three hours lecture/discussion per week

Prerequisite: Junior Standing or Consent of Instructor

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.

ENGL 339 PSYCHOLOGY AND LITERATURE (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

ENGL 340 BUSINESS AND ECONOMICS IN LITERATURE (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

ENGL 341 MODERN AMERICAN DRAMA AND THEATRE (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

ENGL 342 MODERN BRITISH AND EUROPEAN DRAMA AND THEATRE (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

ENGL 344 WORLD DRAMA AND THEATRE (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

ENGL 349 PERSPECTIVES ON MULTICULTURAL LITERATURE (3)

Three hours lecture/discussion per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

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 2 units.

GenEd: C2, C3B

ENGL 360 LITERARY THEORY (3)

Three hours lecture per week

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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 430 TRADITION AND TRANSFORMATION: LITERATURE, HISTORY, AND CULTURAL CHANGE (3)

Three hours lecture per week

Prerequisite: 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 2 units.

Same as HIST 430

GenEd: C3B, D, INTD

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 1920's. Historical geneses and subsequent artistic legacies will also be explored.

Same as ART 432, PAMU 432

GenEd: C1, C2, INTD

ENGL 433 GAY/LESBIAN/BISEXUAL/ TRANSGENDER STUDIES (3)

Three hours lecture per week

Prerequisite: 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 GEND 433

GenEd: C2, D, INTD

ENGL 456 WOMEN'S FICTION (3)

Three hours lecture/discussion per week

Prerequisite: 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

Prerequisite: 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 2 units.

ENGL 462 POETRY WRITING (3)

Three hours lecture/discussion per week

Prerequisite: 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 2 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 2 units.

Same as PATH 463

ENGL 464 CREATIVE NONFICTION (3)

Three hours lecture/discussion per week

Prerequisite: 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 2 units.

ENGL 465 CREATIVE WRITING PROJECT (3)

Six hours activity per week

Prerequisite: 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 2 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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 480 INTRODUCTION TO GRANTWRITING (3)

Three hours lecture per week

Prerequisite: Upper Division Standing

Introduction to the grantwriting process. Includes needs assessment, researching funders, and preparing a proposal. Students will be encouraged to work collaboratively to identify authentic needs and develop a draft grant proposal that can serve as the seed for an actual proposal.

ENGL 482 TECHNICAL AND BUSINESS WRITING (3)

Three hours lecture per week

Prerequisite: ENGL 251 or ENGL 330

An overview of the field of technical and business writing. Students will engage in research, interviewing, and production of genres of technical writing, including reports, users guides, manuals, and technical descriptions; and business writing, including business communications and proposals. Current software will be introduced.

ENGL 483 TECHNICAL VISUAL COMMUNICATION (3)

Three hours lecture/discussion per week

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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 6 units.

ENGL 492 INTERNSHIP (1-3)

Variable hours per week

Prerequisite: Junior or Senior Standing and Consent of Instructor

Service learning/internship experience in business or organizational environment appropriate to student's professional goals. Positions are arranged collaboratively with faculty, student and local organization and must meet program standards for internships. Repeatable up to 6 units.

ENGL 494 INDEPENDENT STUDY/ SENIOR RESEARCH (3)

Three hours activity per week

Prerequisite: 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

Prerequisite: 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 English.

Environmental Science & Resource Management

ESRM 100 INTRODUCTION TO ENVIRONMENTAL SCIENCE AND 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

Prerequisite: 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

Prerequisite: 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. A lab fee is required.

GenEd: B4

ESRM 329 ENVIRONMENTAL LAW AND POLICY (3)

Three hours lecture per week

Prerequisite: ESRM 100 or Consent of Instructor

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

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

ESRM 340 POLITICS AND THE ENVIRONMENT (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

Exploration of environmental politics in both the international and domestic contexts.

Same as POLS 340

GenEd: D, INTD

ESRM 341 THE NATIONAL PARK (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

ESRM 342 ENVIRONMENTAL HISTORY (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

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. A lab fee is 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

Prerequisite: 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

Prerequisite: 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, INTD

ESRM 443 ENVIRONMENTAL COMMUNICATION (3)

Three hours lecture per week

Prerequisite: 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, INTD

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, POLS 450

ESRM 462 COASTAL AND MARINE RESOURCE MANAGEMENT (4)

Three hours lecture and two hours activity per week

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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 483 ISSUES IN GLOBAL RESOURCE MANAGEMENT (3)

Three hours seminar per week

Prerequisite: Senior Standing or Consent of Instructor

Selected issues in global resource management. Topics may include climate change, ocean management, desertification, air pollution, ozone depletion, patterns of consumption, water pollution, water allocation, international policy or legislative instruments, or other topics as appropriate.

ESRM 490 SPECIAL TOPICS (3)

Three hours seminar per week

Prerequisite: Consent of Instructor

In-depth analysis of current topics in environmental science and resource management. Topics vary each semester.

ESRM 491 CAPSTONE PREPARATION (1)

Two hours activity per week

Prerequisite: Senior standing in the Environmental Science and Resource Management major

Research and develop a proposal for an ESRM project. Repeatable up to 3 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

Prerequisite: 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

Prerequisite: 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 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 2 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 2 units.

Graded: Credit/No Credit

Freedom and Justice Studies

FJS 210 ETHICS FOR A FREE WORLD (3)

Three hours lecture per week

Students will explore concepts and practices of ethics, freedom, and justice by comparing how these have been theorized and practiced in relationship to each other across at least two times periods and cultures. Starting from a foundation in philosophy and developing an interdisciplinary lens, this class examines these foundational concepts and practices especially as engaged across the fields of identity and civil rights-based studies (including religious, ethnic, women's, gender, sexuality, and disability studies, etc.)

Same as PHIL 210

GenEd: A3, D

FJS 340 EXPLORING FREEDOM AND JUSTICE (3)

Three hours lecture per week

Starting from philosophical understandings of identity, community, and democracy the course focuses on themes such as slavery and emancipation; migration, exile, and diaspora; violence and reconciliation. Using an interdisciplinary lens that engages fields as wide-ranging as economics and literature, students will engage in trans-historical, cross-cultural exploration of freedom and justice and the various ways different peoples have attempted to put them into practice. Students will engage tools to analyze the relationship between these concepts and the structure of identity and its material effects.

Gender Studies

GEND 433 GAY/LESBIAN/BISEXUAL/ TRANSGENDER STUDIES (3)

Three hours lecture per week

Prerequisite: 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, INTD

Geography

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

Geology

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

Prerequisite: 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: tsunamis, 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 and three hours lab 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

Prerequisite: 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 6 units.

GenEd: C3B, D, INTD

History

HIST 211 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 1600's 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

Prerequisite: 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 316 HISTORY OF MEDIEVAL EUROPE 800-1400 (3)

Three hours lecture per week

A history of Europe from the Carolingian Empire through the high Middle Ages. Investigates the conflict and interaction of Roman, Christian, Islamic, and Germanic cultures, religions, philosophies, and institutions.

HIST 317 RENAISSANCE AND REFORMATION EUROPE 1350-1648 (3)

Three hours lecture per week

Examines the Renaissance and Reformations in European history. Topics include the crises of the late medieval church; humanism in art and literature; the religious developments of the Protestant and Catholic Reformations; the age of civil and religious wars.

HIST 318 THE AGE OF REVOLUTION IN EUROPE 1648-1871 (3)

Three hours lecture per week

A study of significant issues in European history from 1648 to 1871. The course focuses on developments in political theory, natural science and economics as well as the tensions in the old social order which helped instigate the French Revolution, the Napoleonic Wars, and the revolutions of 1848.

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
Prerequisite: Junior Standing or Consent of Instructor
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, INTD

HIST 331 NARRATIVES OF THE WORKING CLASS (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor
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, POLS 331, ECON 331
GenEd: C2, D, INTD

HIST 332 DANCE IN HISTORY (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor
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, INTD

HIST 333 HISTORY OF SOUTHERN CALIFORNIA CHICANA/O ART (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor
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, INTD

HIST 334 NARRATIVES OF SOUTHERN CALIFORNIA (3)

Three hours lecture/discussion per week
Prerequisite: Junior Standing or Consent of Instructor
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, INTD

HIST 335 AMERICAN ETHNIC IMAGES IN NOVELS, FILM AND ART (3)

Three hours lecture/discussion per week
Prerequisite: Junior Standing or Consent of Instructor
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, INTD

HIST 337 MUSIC IN HISTORY (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor
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, INTD

HIST 338 THEATRE IN HISTORY (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor
A survey of the history of theatrical 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, INTD

HIST 339 BUSINESS IN CHINA: HERITAGE AND CHANGE (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor
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, INTD

HIST 340 HISTORY AND PSYCHOLOGY OF NAZI GERMANY (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor
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, INTD

HIST 342 ENVIRONMENTAL HISTORY (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor
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
GenEd: D, INTD

HIST 349 HISTORY OF BUSINESS AND ECONOMICS IN NORTH AMERICA (3)

Three hours of lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

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 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 cross-

cultural 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

This 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 1990's. 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 Niebuhr. 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
Prerequisite: 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 femininity. 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
Prerequisite: 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 2 units.

Same as ENGL 430
GenEd: C3B, D, INTD

HIST 436 PSYCHOLOGY AND HISTORY OF EAST ASIAN WARRIOR CULTURES (3)

Three hours lecture per week
Prerequisite: 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, INTD

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, INTD

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 child-centered setting or related service project.

Same as EDUC 445, CHS 445
GenEd: C3B, D, INTD

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 1600's to the early 1800's. 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
Prerequisite: 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)

Prerequisite: 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)

Prerequisite: 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.
Prerequisite: 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

Information Technology

IT 151 DATA STRUCTURES FOR IT (3)

Two hours of lecture and three hours lab per week
Prerequisite: COMP 105 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 per week
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 221 UNIX SYSTEM PROGRAMMING I (3)

Two hours lecture and three hours lab per week
Prerequisite: COMP 151 or IT 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.
Same as COMP 221

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 380 WEB PROGRAMMING (3)

Three hours lecture in the lab per week
Prerequisite: COMP 151 or IT 151 and MATH 300 or 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. Formerly known as IT 280, course number changed effective Fall 2012.

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
Prerequisite: IT 380 and COMP/IT 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 WEB PROGRAMMING (3)

Three hours of lecture in the lab per week
Prerequisite: COMP 151 or 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 (3)

Two hours lecture and three hours lab per week

Prerequisite: MATH 300 or MATH 301 and COMP 151 or IT 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.

Same as COMP 420

IT 421 UNIX SYSTEM PROGRAMMING II (3)

Two hours lecture and three hours lab per week

Prerequisite: COMP/IT 221

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.

Same as COMP 421

IT 424 COMPUTER SYSTEM SECURITY (3)

Three hours lecture in the lab per week

Prerequisite: COMP 151 or IT 151 required, COMP 362 or COMP/IT 421 recommended

Security techniques in operating systems, data bases, and computer networks. Analysis of formal security models. Introduction to cryptography, and public key security schemas.

Same as COMP 424

IT 429 COMPUTER NETWORKS (3)

Two hours lecture and three hours lab per week

Prerequisite: COMP 232 and COMP 362 or COMP 221 and COMP 421

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.

Same as COMP 429

IT 464 COMPUTER GRAPHIC SYSTEMS AND DESIGN I (3)

Two hours lecture and three hours lab per week

Prerequisite: COMP 350 and MATH 240 or COMP 221 and MATH 301

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. *Same as COMP 464*

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 491 CAPSTONE PREPARATION (I)

Two hours activity per week

Prerequisite: COMP 362 and Senior Standing in the Information Technology Program

Research and develop a proposal for a significant capstone project under faculty supervision.

IT 492 INTERNSHIP (I-3)

Two to six hours activity per week

Prerequisite: Upper-division standing and Program approval of written proposal

Supervised work and study in an industrial or scientific setting involving development of degree-related skills.

IT 499 CAPSTONE PROJECT (3)

Three hours independent study per week

Prerequisite: IT 491

Design, implement and present a significant capstone project under faculty supervision.

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 information-saturated 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

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

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 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 4 EARLY START BASIC ALGEBRA SKILLS (1)

One hour seminar per week

Building intermediate algebraic skills.

A review of fundamental concepts of algebra. This course is offered Credit/No Credit only. Credit will satisfy 1 unit of the Early Start Requirement.

No Credit will not apply toward the baccalaureate degree. Students may retake Entry Level Mathematics (ELM) to obtain a passing score to move to college level mathematics courses.

Graded: Credit/No Credit

MATH 5 EARLY START INTERMEDIATE ALGEBRA SKILLS (1)

One hour lecture per week

A review of fundamental concepts of intermediate algebra. Problem solving using graphs and linear and quadratic equations. Credit for this course will satisfy the Early Start Requirement.

Credit will not apply toward the baccalaureate degree. Students may retake Entry Level Mathematics (ELM) to obtain a passing score to move to college level mathematics courses.

Graded: Credit/No Credit

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

Prerequisite: 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

Prerequisite: 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

MATH 108 MATHEMATICAL THINKING (3)

Three hours lecture per week

Prerequisite: 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 problem-solving 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

MATH 137 STRATEGIES AND 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: A passing score on the Entry Level Mathematics Exam (ELM) or credit for 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, propositional 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 \mathbb{R}^n , 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.

MATH 300 DISCRETE MATHEMATICS (3)

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.

MATH 301 DISCRETE MATHEMATICS 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

Prerequisite: 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 APPLIED STATISTICS FOR BUSINESS AND ECONOMICS (3)

Three hours lecture in the lab per week

Prerequisite: MATH 101 or MATH 105

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
Prerequisite: 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, INTD

MATH 331 HISTORY OF MATHEMATICS (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor
 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, INTD

MATH 345 DIGITAL IMAGE PROCESSING (3)

Three hours lecture in the lab per week
Prerequisite: Junior Standing or 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, INTD

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
Prerequisite: 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
Prerequisite: 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
Prerequisite: MATH 240 or Consent of Instructor
 Groups, rings, and fields, the basic algebraic structures in contemporary mathematics.

MATH 399 MODERN TOOLS IN MATHEMATICS (I)

Three hours laboratory per week
 Modern tools and software based problem solving in mathematics. Repeatable and available for multiple enrollment.
Graded: Credit/No Credit

MATH 429 OPERATIONS RESEARCH (3)

Three hours lecture per week
Prerequisite: 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
Prerequisite: 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, INTD

MATH 437 MATHEMATICS FOR GAMES, SIMULATIONS, AND ROBOTICS (3)

Three hours lecture per week
Prerequisite: 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, INTD

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, INTD

MATH 445 IMAGE ANALYSIS AND PATTERN RECOGNITION (3)

Three hours lecture in the lab per week
Prerequisite: 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, INTD

MATH 448 SCIENTIFIC COMPUTING (3)

Three hours lecture in the lab per week
Prerequisite: MATH 151 and MATH 350 or COMP 151
 Examines the challenges of programming computers to perform mathematical

computations accurately and efficiently. Students learn how ideas from calculus are used to create algorithms to solve mathematical problems numerically.

GenEd: B3, B4, INTD

MATH 450 PARTIAL DIFFERENTIAL EQUATIONS AND MATHEMATICAL PHYSICS (3)

Three hours lecture per week

Prerequisite: MATH 350 or Consent of Instructor

Topics include: vector field theory and Fourier analysis.

MATH 451 COMPLEX ANALYSIS (3)

Three hours lecture per week

Prerequisite: 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 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)

Prerequisite: 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 ADVANCED IMAGE ANALYSIS TECHNIQUES (3)

Three hours of lecture in the lab per week

Prerequisite: Admission to the MS Mathematics Program or MS Computer Science 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.

Same as PHYS 510, COMP 510

MATH 511 FUNCTIONAL ANALYSIS (3)

Three hours lecture per week

Prerequisite: 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 512 PROBABILISTIC METHODS AND MEASURE THEORY (3)

Three hours lecture per week

Prerequisite: Admission to the MS Mathematics Program or MS Computer Science 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. Fall 2012 course number changed from MATH 510 to MATH 512.

MATH 513 ADVANCED ALGEBRA (3)

Three hours lecture per week

Prerequisite: Admission to the Computer Science or Mathematics Graduate Program

Topics include: Techniques of Group Theory, Rings Fields, Modules, Galois Theory, Algebraic Number Theory, Algebraic Geometry, Techniques of Linear Algebra, Noncommutative Algebra, and Homological Algebra.

MATH 546 PATTERN RECOGNITION (3)

Three hours of lecture in the lab per week.

Prerequisite: Admission to the Computer Science or Mathematics Graduate Program

New and emerging applications of pattern recognition (PR) such as data mining, web searching, multimedia data retrieval, face recognition, and cursive handwriting recognition - require robust and efficient techniques. Statistical decision making and estimation are fundamental to the study of PR. Pattern content is analyzed using feature extraction and classification. The principles and concepts underpinning PR, 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 PR processes, and their performance on a variety of diverse examples will be studied.

Same as PHYS 546, COMP 546

MATH 555 ACTUARIAL SCIENCES (3)

Three hours lecture per week

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: Admission to the Computer Science or Mathematics Graduate Program
Topics include: Brownian motion, stochastic integrals, conditional expectation, Kolmogorov'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

Prerequisite: Graduate Standing/
Undergraduate Seniors
New developments in mathematics. Repeatable by topic up to 2 units.

MATH 594 INDEPENDENT STUDY (1-3)

Two to six hours activity per week
Faculty-supervised independent study in a specialized area of mathematics or applications of mathematics. A written proposal of the course of study must be approved by the MS Mathematics Director prior to registration. Repeatable up to 12 units.

MATH 597 MASTER THESIS (1-9)

Three hours lecture per week

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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, non-profits, 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 424 ORGANIZATIONAL BEHAVIOR (3)

Three hours lecture per week

Prerequisite: MGT 307 or by Instructor Consent

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 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 2 units.

MGT 492 SERVICE LEARNING/ INTERNSHIP (1-3)

Six hours per week

Prerequisite: Consent of Instructor

Individual internship through service learning. Repeatable up to 2 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 2 units.

Graded: Credit/No Credit

Management Information Systems

MIS 310 MANAGEMENT INFORMATION SYSTEMS (3)

Three hours lecture per week

Prerequisite: 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 2 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 2 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, new-product 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 2 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 2 units.

Graded: Credit/No Credit

Nursing

NRS 200 INTRODUCTION TO PROFESSIONAL NURSING PRACTICE (3)

Three hours lecture per week

Prerequisite: Admission to clinical 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 on-campus Nursing Skills Laboratory.

Graded: Credit/No Credit

NRS 203 THERAPEUTIC NURSING COMMUNICATION LABORATORY (0.5)

One and one half hours laboratory per week

Prerequisite: Admission to the clinical nursing program or instructor consent

Corequisite: 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

Prerequisite: Admission to the clinical nursing program or instructor consent

Corequisite: 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

Prerequisite: 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

Prerequisite: 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 and QSEN Quality Safety Education in Nursing standards. Emphasizes the professional role of the nurse in managing clients under stress. A lab fee is required.

Graded: Credit/No Credit

NRS 222 NURSING CARE OF ADULTS WITH ACUTE AND CHRONIC ILLNESS II (4)

Two hours lecture per week

Prerequisite: 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

Prerequisite: NRS 220 and NRS 221

Corequisite: NRS 222 Theory is exercised in corequisite courses

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 and QSEN Quality Safety Education in Nursing standards. Emphasizes the professional role of the nurse in managing clients under stress.

Graded: Credit/No Credit

NRS 230 NURSING CARE OF MOTHERS, INFANTS, AND WOMEN (2)

Two hours lecture per week

Prerequisite: 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

Prerequisite: 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. A lab fee is required.

Graded: Credit/No Credit

NRS 232 NURSING CARE OF CHILDREN AND FAMILIES (2)

Two hours lecture per week

Prerequisite: 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.

Graded: Credit/No Credit

NRS 240 PSYCHIATRIC AND MENTAL HEALTH NURSING (2)

Two hours lecture per week

Prerequisite: 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

Prerequisite: 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.

Graded: Credit/No Credit

NRS 260 NUTRITION FOR THERAPEUTICS AND HEALTH (2)

Two hours of lecture per week.

Prerequisite: BIOL 211 and BIOL 217;

Admission to clinical nursing program and Instructor Consent

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

Prerequisite: 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

Prerequisite: 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

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

NRS 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 CHS 343, COMM 343

GenEd: C3B, INTD

NRS 348 HEALTHY AGING (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

NRS 350 NURSING RESEARCH (3)

Three hours lecture per week

Prerequisite: 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

Prerequisite: 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 354 CULTURAL COMPETENCE IN NURSING (4)

Two hours lecture and four hours field studies per week

Provides the study of culturally competent nursing care in the roles of Provider of Care, Teacher, patient Advocate, member of Profession, and Coordinator of Care. Assists the student to utilize the Campinha Bacote cultural theory to care for diverse populations with health care needs.

NRS 356 VULNERABLE POPULATIONS (3)

Three hours lecture per week

Assists the learner to understand contributing factors in the development of vulnerable populations. Presents concepts of vulnerable populations; health indicators, health determinants, and health disparities. Explores vulnerable populations from global, national, and local perspectives. Implications for nursing research, practice and policy are examined.

NRS 391 TRANSITION TO PROFESSIONAL PRACTICE LABORATORY (3)

Nine hours clinical lab per week

Prerequisite: 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

Corequisite: 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

Prerequisite: NRS 222, NRS 223 and NRS 300

Corequisite: 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 high-risk 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

Prerequisite: NRS 222, NRS 223 and NRS 310
Admission to the clinical nursing program.

Corequisite: NRS 420 and NRS 401

Application of nursing theory, management skills, and concepts in the delivery of nursing care to acutely ill or 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. *Graded: Credit/No Credit*

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, INTD

NRS 452 COMMUNITY HEALTH NURSING (3)

Three hours lecture per week

Prerequisite: 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

Prerequisite: 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.

Graded: Credit/No Credit

NRS 460 NURSING LEADERSHIP AND PROFESSIONAL ISSUES (3)

Three hours lecture per week

Prerequisite: 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

Prerequisite: 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

Prerequisite: NRS 222 and NRS 223

Corequisite: 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 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

Prerequisite: 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 6 units, 2 completions allowed.

PA 335 BUSINESS AND THE PERFORMING ARTS (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

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. A lab fee is 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, INTD

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.

Prerequisite: 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 6 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 6 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

Prerequisite: 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 8 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 4 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

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

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

Prerequisite: 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

Prerequisite: 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

Prerequisite: PADA 353 and PADA 354, Senior Status

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

Prerequisite: 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, sight-singing, ear training, and basic musical forms. Repeatable up to 6 units.

PAMU 200 HISTORY OF ROCK (3)

Three hours lecture per week
A survey of the evolution of rock music from the 1950's 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 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 4 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

GenEd: C1

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
Prerequisite: Consent of Instructor
Rehearsal and performance of the masterworks of choral literature from the Renaissance through the Modern period. Repeatable for up to 8 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 8 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 8 units.

PAMU 330 JAZZ IN AMERICA (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor
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, INTD

PAMU 332 WORLD MUSIC (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor

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, INTD

PAMU 333 THE VARIETIES OF MUSICAL EXPERIENCE (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor

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, INTD

PAMU 335 THE PHYSICS OF MUSIC (3)

Two hours lecture and two hours activity per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

PAMU 336 ART AND MUSIC: DISSONANCE, DIVERSITY AND CONTINUITY (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

PAMU 337 MUSIC IN HISTORY (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

PAMU 385 AUDIO DESIGN AND RECORDING (3)

Six hours activity per week

Prerequisite: 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 1920's. Historical geneses and subsequent artistic legacies will also be explored.

Same as ENGL 432, ART 432

GenEd: C1, C2, INTD

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, INTD

PAMU 499 PERFORMING ARTS CAPSTONE IN MUSIC (3)

Six hours seminar per week

Prerequisite: PAMU 363, Senior Status

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

Prerequisite: 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, INTD

PATH 333 MULTICULTURAL DRAMA AND THEATRE (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

PATH 334 SPANISH LANGUAGE DRAMA AND THEATRE (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

Read and analyze one-act plays from diverse parts of the Spanish-speaking world, and focus on majors works for in-depth 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, INTD

PATH 338 THEATRE IN HISTORY (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

PATH 341 MODERN AMERICAN DRAMA AND THEATRE (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

PATH 342 MODERN BRITISH AND EUROPEAN DRAMA AND THEATRE (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

PATH 343 TEACHING DRAMA TO CHILDREN (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

PATH 344 WORLD DRAMA AND THEATRE (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

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

Prerequisite: 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 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 6 units.

Same as ENGL 463

PATH 499 PERFORMING ARTS CAPSTONE IN THEATRE (3)

Three hours seminar per week

Prerequisite: PA 350, PA 360, Senior Status

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 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 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

Philosophy

PHIL 210 ETHICS FOR A FREE WORLD (3)

Three hours lecture per week

Students will explore concepts and practices of ethics, freedom, and justice by comparing how these have been theorized and practiced in relationship to each other across at least two times periods and cultures. Starting from a foundation in philosophy and developing an interdisciplinary lens, this class examines these foundational concepts and practices especially as engaged across the fields of identity and civil rights-based studies (including religious, ethnic, women's, gender, sexuality, and disability studies, etc.)

Same as FJS 210

GenEd: A3, D

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 problem-solving 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 problem-solving 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.

GenEd: B1

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 problem-solving 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 problem-solving 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

Prerequisite: PHYS 201, MATH 350

A 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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

Cerequisite: 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

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

PHYS 338 SCIENCE AND CONSCIENCE (3)

Three hours lecture/discussion per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

PHYS 344 ENERGY AND SOCIETY (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

PHYS 345 DIGITAL IMAGE PROCESSING (3)

Three hours lecture in the lab per week

Prerequisite: Junior Standing or 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, INTD

PHYS 401 QUANTUM MECHANICS (3)

3.5 hours lecture per week

Prerequisite: 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 square-well 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 crystal 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

Prerequisite: 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

Prerequisite: 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, INTD

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, INTD

PHYS 445 IMAGE ANALYSIS AND PATTERN RECOGNITION (3)

Three hours lecture in the lab per week
Prerequisite: 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, INTD

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, INTD

PHYS 464 MEDICAL INSTRUMENTATION (4)

Three hours lecture and two hours lab activity per week

Prerequisite: PHYS/BIO/HILTH 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
Prerequisite: 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
Prerequisite: 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
Prerequisite: 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
Prerequisite: Admission to the MS Mathematics Program or MS Computer Science 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.
 Same as COMP 510, MATH 510

PHYS 546 PATTERN RECOGNITION (3)

Three hours of lecture in the lab per week.
Prerequisite: Admission to the Computer Science or Mathematics Graduate Program
 New and emerging applications of pattern recognition (PR) such as data mining, web searching, multimedia data retrieval, face recognition, and cursive handwriting recognition - require robust and efficient techniques. Statistical decision making and estimation are fundamental to the study of PR. Pattern content is analyzed using feature extraction and classification. The principles and concepts underpinning PR, 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 PR processes, and their performance on a variety of diverse examples will be studied.
 Same as MATH 546, COMP 546

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

Prerequisite: 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 HLTH 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 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 2 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

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

POLS 331 NARRATIVES OF THE WORKING CLASS (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, ECON 331, HIST 331

GenEd: C2, D, INTD

POLS 333 NONPROFIT ORGANIZATIONS (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

Issues unique to nonprofit organizations including financial, legal, and political.

Same as ECON 333

GenEd: D, INTD

POLS 334 PEACE STUDIES (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

POLS 335 POLITICS AND FILM (3)

Two hours lecture and two hours activity per week.

Prerequisite: Junior Standing or Consent of Instructor

Explores the themes, issues and processes of politics through an in depth study of selected films. Area of focus varies by semester.

GenEd: D, INTD

POLS 340 POLITICS AND THE ENVIRONMENT (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

Exploration of environmental politics in both the international and domestic contexts.

Same as ESRM 340

GenEd: D, INTD

POLS 341 THE NATIONAL PARK (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

POLS 345 SCIENCE AND PUBLIC POLICY (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

POLS 351 INTERNATIONAL RELATIONS OF AFRICA (3)

Three hours lecture per week

Prerequisite: POLS 103

Explores the history of African states as colonies and the era of independence, the creation of institutions of domination (such as the apartheid state in South Africa and other authoritarian regimes), and the process of democratization. Examines the international political economy of the region, the AIDS crisis, regional politics including political and economic integration through the African Union, Africa's role in international politics, and contemporary conflicts.

POLS 352 INTERNATIONAL RELATIONS OF EUROPE (3)

Three hours lecture per week

Prerequisite: POLS 103

Examines countries of Europe with a special focus on European integration from the late 19th century to the present with comparative study of political systems, societies, and current challenges. Patterns of post-World War II history, political culture, political power and public policy.

POLS 353 INTERNATIONAL RELATIONS OF LATIN AMERICA (3)

Three hours of lecture per week

Prerequisite: POLS 103

Examines countries of Latin America from the late 19th century to the present. Focuses on problems these states have faced in their struggle for economic, political, and social development in the broader global system, including the impact of extra-regional states, such as the U.S.

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 decision-making. 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.

GenEd: D, INTD

POLS 431 EDUCATION POLICY AND POLITICS (3)

Three hours lecture per week

Prerequisite: 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, INTD

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 2 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

Prerequisite: POLS 300

Integrating and culminating experience in which students work in teams to analyze political or policy issues in a community-based 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
Prerequisite: A passing score on the Entry Level Mathematics Exam (ELM) or credit for 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 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 (3-4)

Two hours lecture and one hour activity per week

Prerequisite: 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 and descriptive statistical methods will build on material from PSY 202.

PSY 301 PSYCHOLOGICAL RESEARCH AND STATISTICAL METHODS II (3-4)

Two hours lecture and one hour activity per week

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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
Prerequisite: 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 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
Prerequisite: 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 330 BEHAVIORAL FINANCE: THE PSYCHOLOGY OF DECISION-MAKING (3)

Three hours lecture per week
Examines the influence psychology has on the behavior of financial practitioners and the subsequent effect on financial markets. Investigates psychological variables (such as heuristics, biases, overconfidence, and sentiment) and how the resulting affective and cognitive reactions impact personal and general financial decisions. Examines how to apply behavioral finance in investing, corporate financial decision making, and financial market management.
Same as BUS 330
GenEd: D, E, INTD

PSY 333 MEASUREMENT AND TESTING OF GROUPS AND INDIVIDUALS (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor
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, INTD

PSY 337 PSYCHOLOGICAL ETHICS AND MORAL PHILOSOPHY (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor
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, INTD

PSY 338 PSYCHOLOGY OF ART AND ARTISTS (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor
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, INTD

PSY 339 PSYCHOLOGY AND LITERATURE (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor
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, INTD

PSY 340 HISTORY AND PSYCHOLOGY OF NAZI GERMANY (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor
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, INTD

PSY 342 COMPLEMENTARY AND ALTERNATIVE HEALTH (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

Examines alternatives to conventional health approaches such as acupuncture, 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, INTD

PSY 344 PSYCHOLOGY AND TRADITIONAL ASIAN THOUGHT (3)

Three hours lecture per week

Prerequisite: Junior 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, INTD

PSY 345 INDIVIDUALS WITH DISABILITIES IN SOCIETY (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

PSY 346 HUMAN MOTIVATION (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

PSY 348 HEALTHY AGING (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

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

Prerequisite: 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

Prerequisite: 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

Prerequisite: PSY 313 or Consent of Instructor

An advanced undergraduate course on the etiology, classification, and treatment of human psychopathology.

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

Prerequisite: MGT 307 or by Instructor Consent

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, INTD

PSY 436 PSYCHOLOGY AND HISTORY OF EAST ASIAN WARRIOR CULTURES (3)

Three hours lecture per week

Prerequisite: 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, INTD

PSY 445 ADOLESCENT DEVELOPMENT (3)

Three hours lecture per week

Prerequisite: 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, INTD

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, INTD

PSY 457 CRIMINAL BEHAVIOR (3)

Three hours lecture per week

Prerequisite: 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

Prerequisite: 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

Prerequisite: PSY 213, PSY 445 or Consent of Instructor

Represents an advanced study of human growth and development. Repeatable by topic up to 2 units.

PSY 470 SEMINAR IN FREUD AND OBJECT RELATIONS THEORY (3)

Three hours lecture per week

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: PSY 301 or Consent of Instructor

Provides an in-depth study of some aspect of psychology. Repeatable by topic up to 2 units.

Student Option: Graded or Credit/No Credit

PSY 492 INTERNSHIP OR SERVICE LEARNING (1-3)

Prerequisite: 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/No Credit

PSY 494 INDEPENDENT RESEARCH IN PSYCHOLOGY (1-3)

Prerequisite: 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.

Student Option: Graded or Credit/No Credit

PSY 497 DIRECTED STUDY IN PSYCHOLOGY (1-3)

Prerequisite: 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 up to 2 units.

Student Option: Graded or Credit/No Credit

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)

Three hours lecture per week
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, ECON 203

GenEd: D

SOC 301 SOCIAL BUSINESS PLANNING (3)

Three hours lecture per week
Prerequisite: BUS/ECON /SOC 203
Addresses the major issues confronted when planning a social business: identification, diagnosis and measurement of social problem, elements of a social business plan including all types of resource flows, plausible forecasting about them, tax issues, and legal issues. Students will interact with an existing social business and research its business plan.

Same as BUS 301, ECON 301

SOC 303 STATISTICAL APPLICATIONS IN THE SOCIAL SCIENCES (4)

Four hours lecture per week

Prerequisite: 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

Prerequisite: 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

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

SOC 331 NARRATIVES OF THE WORKING CLASS (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

Examines the lives of working people using various thematic approaches and disciplinary methodologies. Materials include literature, film, and case studies.

Same as ENGL 331, POLS 331, ECON 331, HIST 331

GenEd: C2, D, INTD

SOC 336 SOCIAL ENTREPRENEURSHIP (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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 semester-long service project.

Same as BUS 336

GenEd: D, INTD

SOC 342 INTERNET-BASED SOCIAL NETWORKS (3)

Three hours lecture per week

Explores the ongoing evolution of Internet based social networks using an interdisciplinary approach. Incorporates research from sociology, computer science, media studies, and philosophy to understand Internet based social networks, cultural and structural conditions of online communication, virtual identity construction, management of digital media, and the impact online social networks have on various institutions of society.

Same as COMM 342, COMP 342

GenEd: B4, D, INTD

SOC 348 HEALTHY AGING (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

SOC 350 SOCIAL STRATIFICATION: THEORIES OF SOCIAL CLASS (3)

Three hours lecture per week

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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: Three 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: Three 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

Prerequisite: 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

Prerequisite: SOC 100, SOC 201, SOC 202 and SOC 420

Modern sociological paradigms from the 1960's 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

Prerequisite: 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

Prerequisite: 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
Prerequisite: 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, INTD

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, INTD

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
Prerequisite: 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 3 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 498 FACULTY-STUDENT COLLABORATIVE RESEARCH IN SOCIAL BUSINESS (2-3)

Two to six hours activity per week
Prerequisite: BUS/ECON/SOC 203, BUS/ECON/SOC 301 and Consent of Instructor
 Engage in the creation of original intellectual or creative work by collaborating with a faculty member on research of a social business. Includes in-depth and possible on-site study of

a social business using knowledge from previous courses in the minor/certificate; and the writing of a case study about the chosen social business.

Same as BUS 498, ECON 498

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 Spanish-speaking 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
Prerequisite: 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 Spanish-speaking 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
Prerequisite: 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
Prerequisite: 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
Prerequisite: 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
Prerequisite: 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
Prerequisite: 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 cultural interest in the Hispanic world. Student projects may include presentations, in-class debates, journals, cultural portfolio, and service activities.

GenEd: C3A

**SPAN 302 ADVANCED SPANISH:
PART TWO (3)**

Three hours lecture per week

Prerequisite: SPAN 202 OR SPAN 212 or
Consent of Instructor

Enhancement of communicative abilities in listening, speaking, reading, and writing through the examination of cultural topics of interest in the Hispanic world. Student projects may include presentations, in-class debates, journals, cultural portfolio and service activities.
GenEd: C3A

**SPAN 304 SPANISH FOR CAREERS
AND PROFESSIONS (3)**

Three hours lecture per week

Prerequisite: SPAN 301 or SPAN 302 (may be
taken concurrently) or *Consent of Instructor*

Interactive study of Spanish as applied to selected professional fields such as business, education, health, and social services. Students will learn basic vocabulary pertaining to these fields.

**SPAN 310 INTRODUCTION TO PROSE,
POETRY AND DRAMA (3)**

Three hours lecture per week

Prerequisite: SPAN 301 or SPAN 302 or
Consent of Instructor

Introductory literature course designed to develop students' ability to analyze and interpret literary texts in Spanish. Selections of poetry, prose, and dramatic works from among Spanish, Latin American, and U.S. Latino authors will be studied.

**SPAN 311 BILINGUAL LITERARY
STUDIES/ESTUDIOS
LITERARIOS BILINGUES (3)**

Three hours lecture per week

Prerequisite: ENGL 103 or ENGL 105 and
SPAN 202 or SPAN 212 or *Consent*
of Instructor

Explores the literature of the Americas written in English and Spanish. Includes works by bilingual U.S. authors and by Latin American authors. Genres may include novels, short stories, drama, and poetry. Texts will be read 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

Prerequisite: 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

Prerequisite: SPAN 202 or SPAN 212 or
Consent of Instructor

An introduction to the history, theory, and practice of translation from Spanish to English and vice versa. Students will learn strategies, techniques and principles of translation and increase their proficiency in Spanish by translating texts.

**SPAN 334 SPANISH LANGUAGE DRAMA
AND THEATRE (3)**

Three hours lecture per week

Prerequisite: Junior Standing or *Consent*
of Instructor

Read and analyze one-act plays from diverse parts of the Spanish-speaking world, and focus on majors works for in-depth 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, INTD

**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

Prerequisite: 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

Prerequisite: SPAN 301 or 302 or *Consent*
of Instructor

Explores the history of the Spanish-speaking 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

Prerequisite: 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

Prerequisite: SPAN 320 or *Consent of Instructor*

Practice and critique of translations of a range of specialized material (legal, business, social science, technical, and audiovisual) both from Spanish to English and vice versa. Review of translation theory, methods, techniques, and problems.

SPAN 421 SPANISH FOR EDUCATORS I (3)

Three hours lecture per week

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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 2 units.

SPAN 499 CAPSTONE IN SPANISH (2)

Two hours seminar per week

Prerequisite: 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

Prerequisite: Junior Standing or *Consent of Instructor*

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, INTD

SPED 490 SPECIAL TOPICS IN SPECIAL EDUCATION (1-3)

Prerequisite: 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)

Prerequisite: 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 6 units, 3 completions.

Student Option: Graded or Credit/No Credit

SPED 497 DIRECTED STUDIES IN SPECIAL EDUCATION (1-3)

Prerequisite: 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 6 units, max 3 completions.

Student Option: Graded or Credit/No Credit

SPED 499 SENIOR CAPSTONE PROJECT/ SEMINAR IN SPECIAL EDUCATION (1-3)

Prerequisite: 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

Prerequisite: 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

Prerequisite: Admission to Education Specialist: Credential Program

Corequisite: 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

Prerequisite: Admission to Education Specialist: Credential Program and EDUC 510, EDUC 512, ENGL 475 and SPED 345

Corequisite: 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

Corequisite: 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

Prerequisite: 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 547 AUTISM SPECTRUM DISORDERS IN THE CLASSROOM (2)

Two hours lecture per week

Prerequisite: 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

Corequisite: 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

Corequisite: 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 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

Prerequisite: 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

Corequisite: 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 198 INTRO TO INTERDISCIPLINARY RESEARCH (3)

Three hours seminar per week

Students develop quantitative and qualitative data collection and interpretation skills, learn to use and evaluate various information sources, and develop an awareness of how both methods and sources arise from disciplinary contexts. Students will be introduced to current theory on interdisciplinary learning and begin to

practice methods and processes that lead to interdisciplinary thinking and collaboration. Repeatable up to 6 units.

GenEd: A3

UNIV 250 SECOND YEAR SEMINAR (3)

Three hours seminar per week

Examining ideas and perspectives in a complex world, this sophomore seminar highlights interdisciplinary connections in scholarship and ways of knowing and fosters in students their development as self-reflective, culturally aware, and responsive community participants. Students gain hands-on experience, knowledge, and skills about local communities and community organizations and learn how different academic disciplines apply to real world problems. Requires community service work, in addition to class time, during the semester. Topical content and community-based projects will vary from semester to semester.

GenEd: A3, D, E

UNIV 298 RESEARCH INVESTIGATIONS (3)

Three seminar hours per week

Students enter the process of answering a question, solving a problem, or addressing a topic that is too broad or complex to be dealt with adequately by a single discipline. As students approach parts of the larger problem, they will decide what methods and types of disciplinary perspectives are



necessary, and will integrate those into a more comprehensive methodology and perspective. Each course is team-taught, connects to areas of current faculty research, contains field research experiences, and incorporates service learning or work with a community partner.

GenEd: A3

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/No Credit

UNIV 349 TRANSFER YEAR SEMINAR (3)

Three hours lecture per week
This interdisciplinary seminar for first year transfer students promotes successful intellectual and social transition to CSU Channel Islands

through a problem-based approach. Students examine the modern world and issues facing societies from multiple perspectives, and develop and convey to others analyses of and solutions to problems using the methodologies, tools and techniques of academic disciplines. Students will develop inquiry skills that emphasize critical thinking and independent learning as well as identify how universities and specific disciplines relate to social problems. The seminar promotes students' reflection on prior learning at other institutions and its relationship to the CI mission and their degree program, and aims to increase student engagement in intellectual life at the university. Themes will vary.

GenEd: A3, E, INTD

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 2 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 398 ADVANCED RESEARCH INVESTIGATIONS (3)

Three hours seminar per week
Students will explore an interdisciplinary research question in independent groups. With faculty mentoring, students develop their own research plans, drawing on multiple disciplines and the multiple approaches to research. Students will disseminate results through a research paper and presentations on campus and in local schools. In addition, students will be required to identify and apply to relevant summer research programs, internships, and scholarships. Repeatable up to 2 units.

GenEd: A3

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 2 units.

Graded: Credit/No Credit

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 2 units.

Student Option: Graded or Credit/No Credit



Section 14



Faculty Biographies





Faculty Biographies

Virgil H. Adams III

Chair, Psychology, 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, 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

Associate 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.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, U.K.
 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.

Goffrey 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.

Matthew Cook

Associate Librarian

MLIS The Catholic University of America
MA History George Mason University
BA History Campbell University

Areas of Specialization: Outreach and Information Literacy.

Manuel G. Correia

Associate 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., Archaeological Anthropology,
University of California, Los Angeles
B.A., Anthropology,
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
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

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., Studio Art,
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 at National Polytechnic
Institute, Mexico
B.A., Mathematics,
National University of Mexico

Areas of Specialization: Large Deviations, Stochastic Integral.

Blake Gillespie

Associate Professor of Chemistry;
Interim Chair, Chemistry

Ph.D., Chemistry, 1999,
University of Oregon
B.S., Chemistry,
The Evergreen State College

Areas of Specialization: Protein
stability, dynamics, structure.

Jeannie M. Grier

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

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 Grzegorzczuk

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; 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,
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.

Kimmy S. Kee-Rose*Associate Professor of Psychology*

Ph.D., Clinical Psychology, 1996,
 Medical College of Pennsylvania and
 Hahnemann University
 B.A., Psychology,
 The College of Wooster

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.

Liz King*Associate Professor of Art*

M.F.A., Art/Design, 1990,
 University of California, Los Angeles
 B.A., Art,
 University of California, Los Angeles

Areas of Specialization: Computer Graphics, Web Design, Flash Animation, and Interactive Media.

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*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 Matjas*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,
 University of Iowa
 Ph.D., 1979, English,
 University of Rhode Island
 M.A., English,
 University of Utah
 B.A., English,
 University of Nevada

Areas of Specialization: Composition theory and pedagogy, playwriting, modern drama.

Jim Meriwether*Professor of History, Chair, History and Chicana/o Studies*

Ph.D., History, 1995,
 University of California, Los Angeles
 M.A., History,
 University of California, Los Angeles
 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.

Bradley John Monsma*Professor of English, Interim Chair, 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*Associate 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*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., Economics, 1996,
University of Illinois, Urbana-Campaign
M.A., Economics,
University of Illinois, Urbana-Campaign,
B.A., Economics,
San Paulo State University, Campinas

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
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

Professor of Performing Arts

Ph.D., Dramatic Art, 1996,
University of California, Santa Barbara
M.F.A., Equivalent, Theatre,
Ecole Jacques Lecoq-Paris, Ecole Pagnieux/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. Particularly interested in programs that serve families in multilingual communities.

Jack Reilly

Professor of Art;

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Channel Islands

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California State University Channel Islands Calendar for 2012-2013 Academic Year and Summer Term

Fall 2012 Semester

August 22-24	Wednesday - Friday	Fall 2012 Officially begins; Faculty Orientation
August 25	Saturday	Saturday classes begin
August 27	Monday	Weekday classes begin
September 3	Monday	Labor Day Holiday; campus closed
November 12	Monday	Veteran's Day Holiday Observed; campus closed
November 22-24	Thursday - Saturday	Thanksgiving Recess; campus closed
December 8	Saturday	Last day of formal instruction.
December 10-15	Monday - Saturday	Final examinations
December 17-18	Monday - Tuesday	Department meetings and conferences
December 19	Wednesday	Evaluation Day
December 21	Friday	Instructors' grades due
December 21	Friday	Last day of the Fall 2012 semester
December 25- January 1, 2013	Tuesday-Tuesday	*Campus Closed

Spring 2013 Semester

January 17-18	Thursday-Friday	Spring 2013 Officially begins; Faculty Orientation
January 19	Saturday	Saturday classes begin
January 21	Monday	Martin Luther King, Jr. Day; campus closed
January 22	Tuesday	Weekday classes begin
March 18-23	Monday-Saturday	Spring Recess; no instruction
April 1	Monday	César Chávez Day Observed; campus closed
May 3	Friday	Honors Convocation
May 10	Friday	Last day of formal instruction
May 11-17	Saturday-Friday	Final examinations
May 18	Saturday	Commencement
May 20	Monday	Evaluation Day
May 24	Friday	Instructors' grades due
May 24	Friday	Last day of 2012-2013 academic year
May 27	Monday	Memorial Day Holiday; campus closed

Summer 2013 Term (State Support Program Only)

May 27, 2013	Monday	Memorial Day Holiday; campus closed
May 28	Tuesday	Session I (5 weeks) officially begins
June 28	Friday	Session I ends
July 1	Monday	Session II (6 weeks) officially begins
July 4	Thursday	Independence Day Holiday; campus closed
August 9	Friday	Session II ends

University Holiday Schedule

Labor Day	Monday	September 3, 2012
Veteran's Day Observed	Monday	November 12, 2012
Thanksgiving Day	Thursday	November 22, 2012
Admission Day Observed	Friday	November 23, 2012
Academic Holiday	Monday	December 24, 2012
<i>(No holiday available to cover closure on this day)</i>		
Christmas Day	Tuesday	December 25, 2012
Columbus Day Observed	Wednesday	December 26, 2012
Lincoln's Birthday Observed	Thursday	December 27, 2012
Washington's Birthday Observed	Friday	December 28, 2012

**No holiday available to cover closure on Monday, December 31, 2012*

New Year's Day Observed	Tuesday	January 1, 2013
Martin Luther King, Jr. Day	Monday	January 21, 2013
César Chávez Day Observed	Monday	April 1, 2013
Memorial Day Observed	Monday	May 27, 2013
Independence Day	Thursday	July 4, 2013

FacAffairs;Calendar 2012-2013 Approved

2012

July							August						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7							
8	9	10	11	12	13	14	5	6	7	8	9	10	11
15	16	17	18	19	20	21	12	13	14	15	16	17	18
22	23	24	25	26	27	28	19	20	21	22	23	24	25
29	30	31					26	27	28	29	30	31	
September							October						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1		1	2	3	4	5	6
2	3	4	5	6	7	8	7	8	9	10	11	12	13
9	10	11	12	13	14	15	14	15	16	17	18	19	20
16	17	18	19	20	21	22	21	22	23	24	25	26	27
23	24	25	26	27	28	29	28	29	30	31			
30													
November							December						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2							1
4	5	6	7	8	9	10	2	3	4	5	6	7	8
11	12	13	14	15	16	17	9	10	11	12	13	14	15
18	19	20	21	22	23	24	16	17	18	19	20	21	22
25	26	27	28	29	30		23	24	25	26	27	28	29
							30	31					

2013

January							February						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1							1
6	7	8	9	10	11	12	3	4	5	6	7	8	9
13	14	15	16	17	18	19	10	11	12	13	14	15	16
20	21	22	23	24	25	26	17	18	19	20	21	22	23
27	28	29	30	31			24	25	26	27	28		
March							April						
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3	4	5	6	7	8	9	7	8	9	10	11	12	13
10	11	12	13	14	15	16	14	15	16	17	18	19	20
17	18	19	20	21	22	23	21	22	23	24	25	26	27
24	25	26	27	28	29	30	28	29	30				
31													
May							June						
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5	6	7	8	9	10	11	2	3	4	5	6	7	8
12	13	14	15	16	17	18	9	10	11	12	13	14	15
19	20	21	22	23	24	25	16	17	18	19	20	21	22
26	27	28	29	30	31		23	24	25	26	27	28	29
							30						



Channel Islands

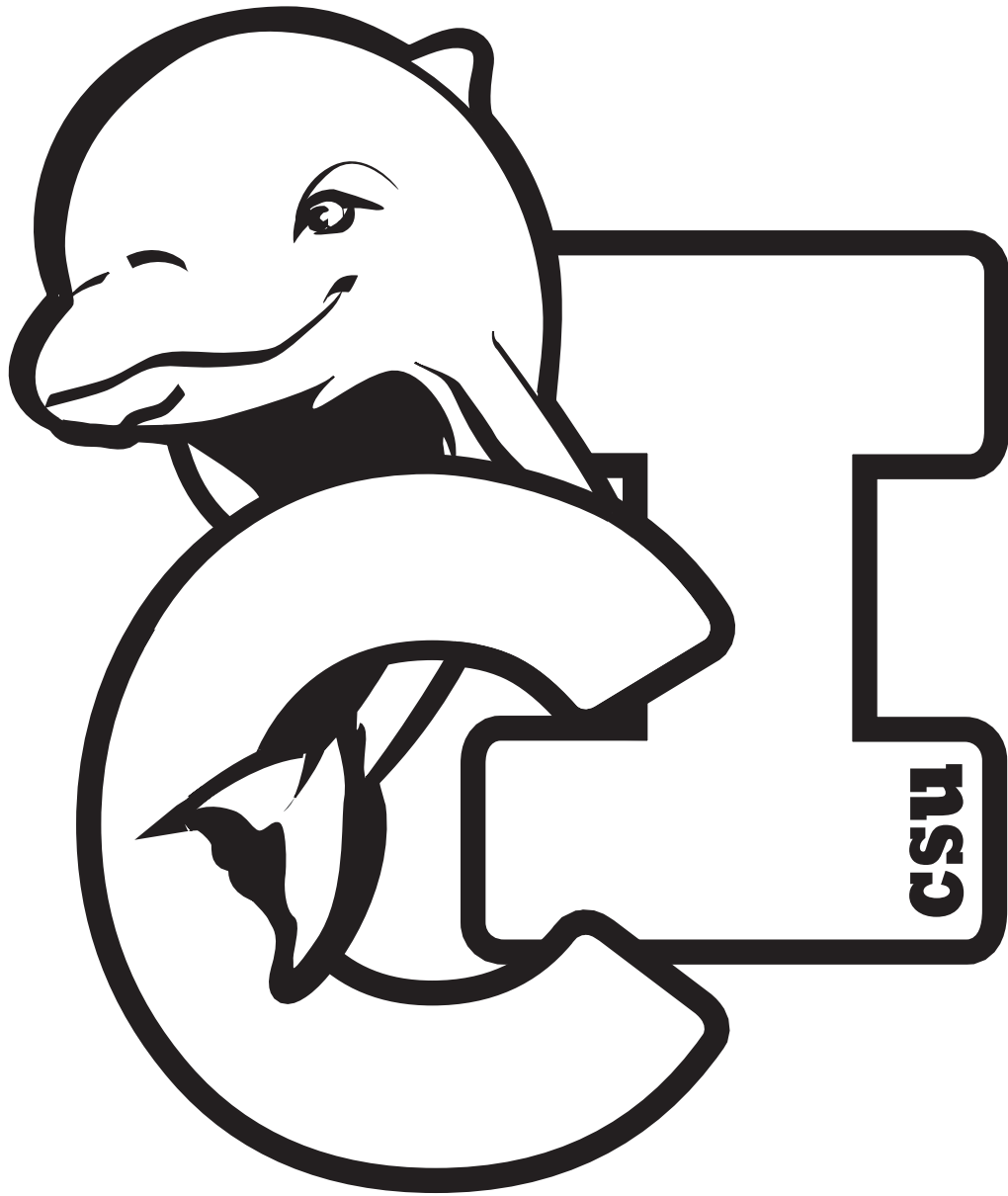
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Fall 2012 Saturday Classes

August 25
September 1, 8, 15, 22, 29
October 6, 13, 20, 27
November 3, 10, 17
December 1, 8

Spring 2013 Saturday Classes

January 26
February 2, 9, 16, 23
March 2, 9, 16, 30
April 6, 13, 20, 27
May 4



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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).
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 year.
5. 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.

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Lupita Gutierrez '05, Ben Hipple '05, Joanna Murphy
and Kevin Volcan

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

CI Graduates are:

- Informed about past, present, and future issues affecting human society and natural world, and the inter-relatedness of society and the natural world;
- Empowered with the disciplinary and interdisciplinary knowledge necessary to evaluate problems, the ability to translate knowledge into judgment and action, and excellent communication skills for conveying their interpretations and opinions to a diverse audience;
- Creative in developing imaginative self-expression and independent thinking, with joy and passion for learning; 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 Michelle Miller 2012

My concept of the 2012-2013 Catalog focuses on the originality of our university and represents the ten years of excellence celebrated by the students, staff, and faculty of CI. Working as the Marketing Assistant for Associated Students Incorporated for the past two years, I designed this catalog to be a reflection of my design style as well as an embodiment of the knowledge and professionalism that I have accumulated over the four years as a student and now a staff member for the University. The two iconic images (The Bell Tower and Dolphin Fountain) are representative of the University's original roots. In addition, the ink-like typeface symbolizes the "mark" that each student has left on the University and commemorates the elegance of our student-centered academic excellence.

Human Resources Programs

Solano Hall #1123

Phone: (805) 437-8490

TTY: (805) 437-2702 (Speech and Hearing Impaired only)

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. CI provides a bridge to higher learning that will strengthen your ability to advance your academic career or to enter the workforce successfully.

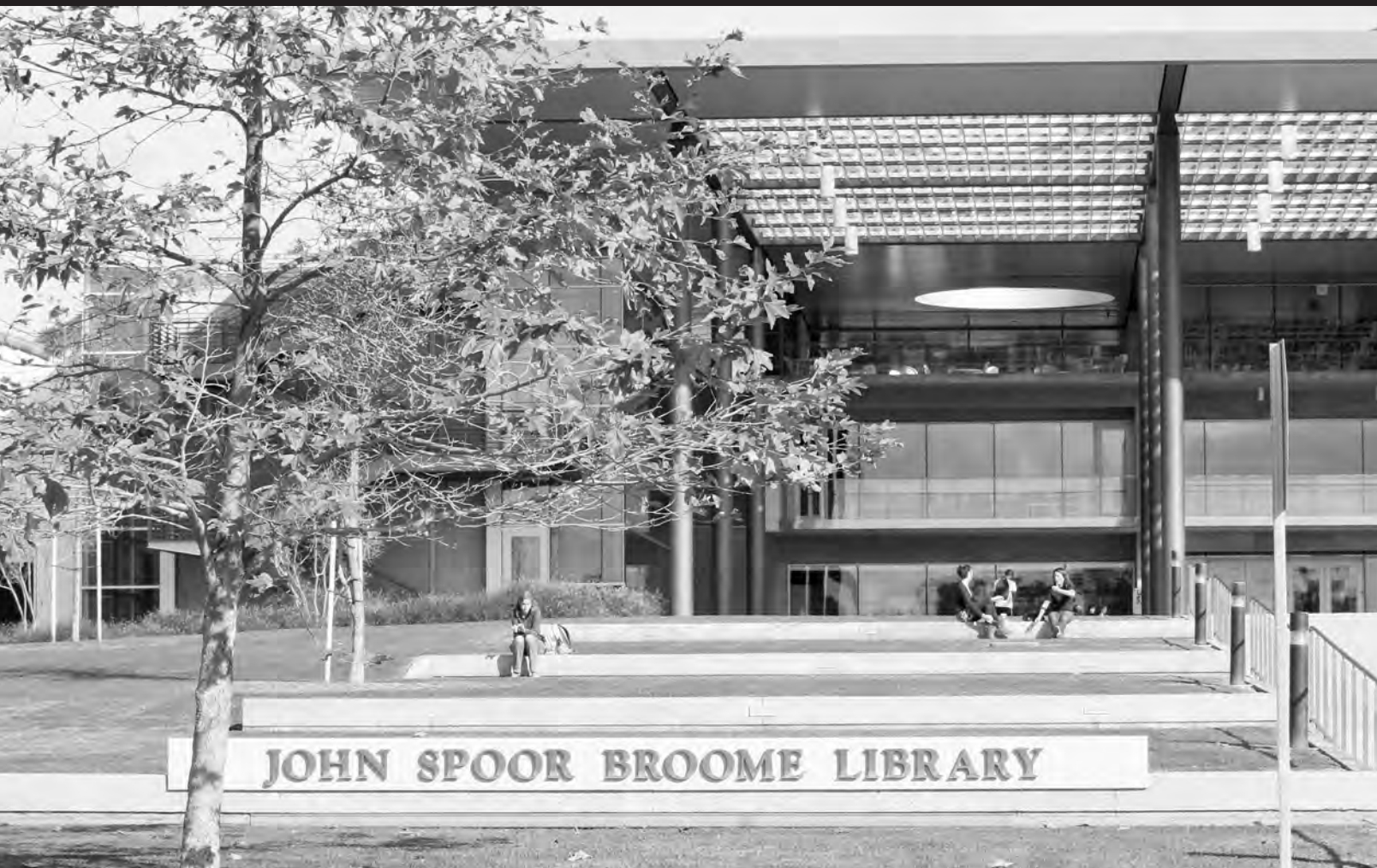
Our mission of placing students at the center of the educational experience is exemplified every day by our excellent academic programs and distinguished professors who create an exceptional learning environment for students – whether they are teaching an introductory class to freshmen, conducting research 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.

During this academic year, CI will celebrate its tenth year anniversary as Ventura County's first public, four-year university. Over the past decade we have excelled in providing innovative and unique educational experiences to students from throughout the state. I invite you to participate in and experience as many activities and events as possible during this year of celebration.

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

Sincerely yours,

Richard R. Rush
President



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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 2010 totaled 412,000 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 2.6 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

The Honorable Edmund G. Brown, Jr. Governor of California	State Capitol Sacramento 95814
The Honorable Gavin Newsom Lieutenant Governor of California	State Capitol Sacramento 95814
The Honorable John Pérez Speaker of the Assembly	State Capitol Sacramento 95814
The Honorable Tom Torlakson State Superintendent of Public Instruction	721 Capitol Mall Sacramento 95814
Dr. Charles B. Reed Chancellor of The California State University	401 Golden Shore Long Beach 90802-4210

Officers of the Trustees

The Honorable Edmund G. Brown, Jr. President	
Bob Linscheid Chair	
Dr. Benjamin F. Gullian Treasurer	Christine Helwick Secretary

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)
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Carol R. Chandler	(2012)
Bernadette Cheyne	(2013)
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Debra S. Farar	(2014)
Kenneth Fong	(2013)
Margaret Fortune	(2016)
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Russell Statham	(2010)
Jillian Ruddell	(2013)
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

CSU A world of information is just a click away.

Check out the website for the entire California State University: www.csumentor.edu. You will find helpful hints, frequently asked questions, campus tours, and general information about all 23 campuses. The phone number listed for each campus is for the Office of Admission.

S - Semester system
Q - Quarter system



1. **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) 437-8400 • 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 • www.csuchico.edu
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. Leroy M. Morishita, 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
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800 N. State College Blvd., Fullerton, CA 92834-9480
Dr. Milton A. Gordon, President
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8. **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 • www.calstatela.edu
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. Elliot Hirshman, President
(619) 594-6336 • www.sdsu.edu
18. **San Francisco State University • S**
1600 Holloway Avenue, San Francisco, CA 94132-4001
Dr. Mohammad H. Qayoumi, President
(415) 338-1113 • www.sfsu.edu
19. **San José State University • S**
One Washington Square, San José, CA 95192-0009
Dr. Mohammad H. Qayoumi, 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 • www.calpoly.edu
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 Armiriana, President
(707) 664-2778 • www.sonoma.edu
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. SmithExecutive Vice Chancellor and
.Chief Academic Officer
Dr. Benjamin F. QuillianExecutive Vice Chancellor and
.Chief Financial Officer
Ms. Gail E. BrooksVice Chancellor, Human Resources
Mr. Garrett P. AshleyVice Chancellor, University
.Relations and Advancement
Ms. Christine HelwickGeneral Counsel
Mr. Larry MandelUniversity Auditor

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 20,000 CSU students have taken advantage of this unique study option.

International Programs participants earn resident academic credit at their CSU campuses while they pursue fulltime 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 18 countries, the International Programs also offers a wide selection of study locales and learning environments.

Australia	Griffith University, Macquarie University, 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)
France	Institut Catholique de Paris, Université de Provence (Aix-en-Provence), Universités de Paris I, III, IV, VI, VII, VIII, X, XI, XII, XIII, Université Paris-Est Marne-la-Vallée, Université d'Evry Val d'Essonne, and Université de Versailles Saint-Quentin-en-Yvelines.

Germany

University of Tübingen and a number of institutions of higher education in the Federal state of Baden-Württemberg

Ghana

University of Ghana, Legon

Israel

Tel Aviv University, The Hebrew University of Jerusalem, University of Haifa

Italy

CSU Study Center (Florence), Università degli Studi di Firenze, Accademia di Belle Arti Firenze

Japan

Waseda University (Tokyo)
University of Tsukuba

Korea

Yonsei University (Seoul)

Mexico

Instituto Tecnológico y de Estudios Superiores de Monterrey, Campus Querétaro

New Zealand

Lincoln University (Christchurch)
Massey University (Palmerston North)

South Africa

Nelson Mandela Metropolitan University, Port Elizabeth

Spain

Universidad Complutense de Madrid, Universidad de Granada

Sweden

Uppsala University

Taiwan

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

United Kingdom

Bradford University, Bristol University, Hull University, Kingston 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.

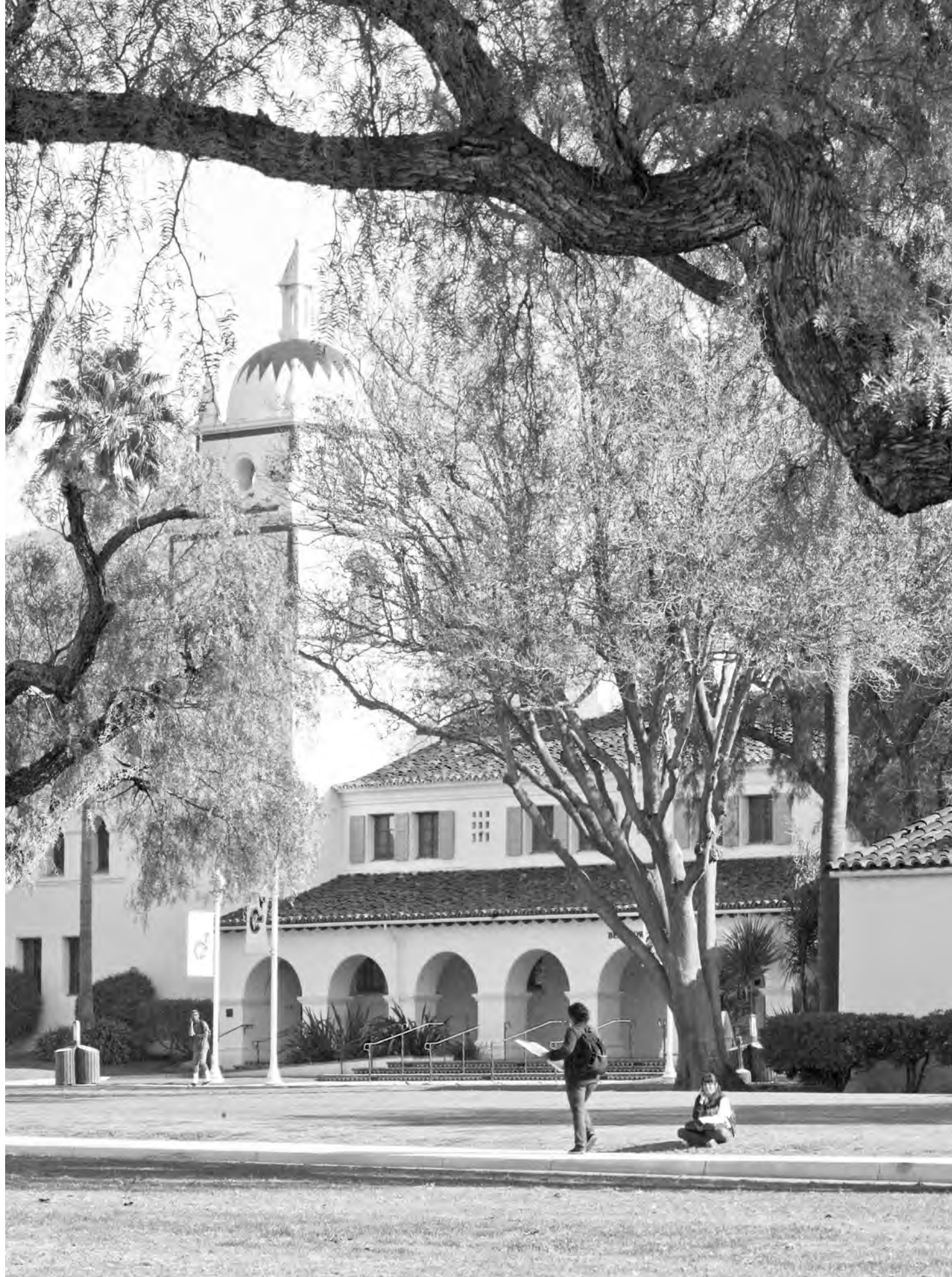
To qualify for admission to the International Programs, in most programs students must have upper division or graduate standing at a CSU campus by the time of departure. Students at the sophomore level may, however, participate in the intensive language acquisition programs in Canada, China, France, 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.



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 500 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.

Accreditation

CI is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC), 985 Atlantic Avenue, #100, Alameda, CA 94501, (510) 748-9001. CI was granted initial accreditation for seven years effective May 19, 2007

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



Ysabel D. Trinidad

Vice President for Finance & Administration,
 2011–Present
 Vice Chancellor for Administrative
 Services, University of Washington
 Tacoma, 2006–2011
 Associate Vice President, Administration
 and Planning, University of Texas at
 San Antonio, 2005–2006
 Associate Vice President for
 Business Affairs, University of Texas at
 San Antonio, 1997–2005
 Assistant Vice President for Business Affairs,
 University of Texas at San Antonio,
 1994–1997



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



A. Michael Berman

Vice President for Technology & Communication
 2009–Present
 Interim Vice President for Finance &
 Administration, CSU Channel Islands,
 2011
 Chief Information Officer,
 CSU Channel Islands, 2009–2011
 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, 2004–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

Alumni & Friends Association

University Hall
 (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 CI'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, transgender, intersex, queer, and questioning people. SAFE on Campus members identify themselves by displaying the SAFE on Campus sign at their office. Members attend at least one workshop, 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 safely discuss 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 LGBTIQ 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 Police & Parking Services Customer Service in Placer Hall.

Crime Prevention

Crime prevention literature is available at 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) training
- 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 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 is trespassing, could create a safety hazard, 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 provides a variety of services to the campus community. Information about these services is available at Police and Parking Services Customer Service 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

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. Free parking is available at off-campus shuttle locations. To utilize this service and purchase your photo shuttle card, stop by Customer Service 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/alternativetransportationresources.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.

Technology & Communication

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

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.

myCI

myCI is the campus single point of access for major campus applications, including CI Learn, CI 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 **myCI**.

myCI 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 **myCI** 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 **myCI** (<http://myci.csuci.edu>) which provides single sign-on to: CI Learn, CI 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 Alert

CI Alert is an emergency communication system that allows University officials the ability to reach the CI community with time-sensitive information during unforeseen events or emergencies using voice, e-mail, text messaging/SMS, and TTY/TDD methods. There is no charge to subscribe to the service, but call and text messaging fees from cell phone service providers may apply.

Students, staff, and faculty may verify and update their current **CI Alert** contact information by logging into **myCI** and clicking on the "My Apps" tab to review your **CI Alert** Contact Information. If the information listed is incorrect, update by clicking the "Edit" link and then "Save."

Emergency Information Hotline

An emergency information hotline (805) 437-3911, provides updated University information during campus emergencies, natural disasters, and interruption of power, telephone or Web services.

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 California State University Channel Islands. We take great pride in serving you with affordable textbooks in rental, digital, used and new formats. We also stock trade books, school and art supplies and CI emblematic merchandise. You may shop in our store or through our virtual bookstore at www.csuci.bkstr.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 assortment, and relax in our comfortable lounge area. The bookstore is 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. – 5:00 p.m.; Friday 8:00 a.m. – 4:00 p.m.; and Saturday and Sunday closed. Extended hours and weekend hours as needed. For additional information about our products and services please contact us at bookstore@csuci.edu or (805) 437-8833.

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 and vegan 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, hamburgers, grilled chicken sandwiches, chicken tenders, grilled tuna, 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, delicious pastries, grab and go sandwiches and sushi.

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	0%

Islands Incentive Plan

The Islands Incentive Plan offers commuter students, staff and faculty the opportunity to enjoy the all new Islands Cafe. With an innovative menu and exceptional service, we look forward in serving the campus community.

25 meals at the Islands Cafe for the special price of \$175 and receive your first meal free. (Regular Price \$225 if purchased per meal) This program can be purchased at the Islands Café.

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

1. A description of the federal, state, institutional, local, and private student financial assistance programs available to students who enroll at CI;
2. 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 terms and conditions of the loans students receive under the Direct Loan and Perkins Loan Programs; and
9. The exit counseling information the school provides and collects for student borrowers.

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 CI's annual campus security report and annual fire safety 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 CI 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***

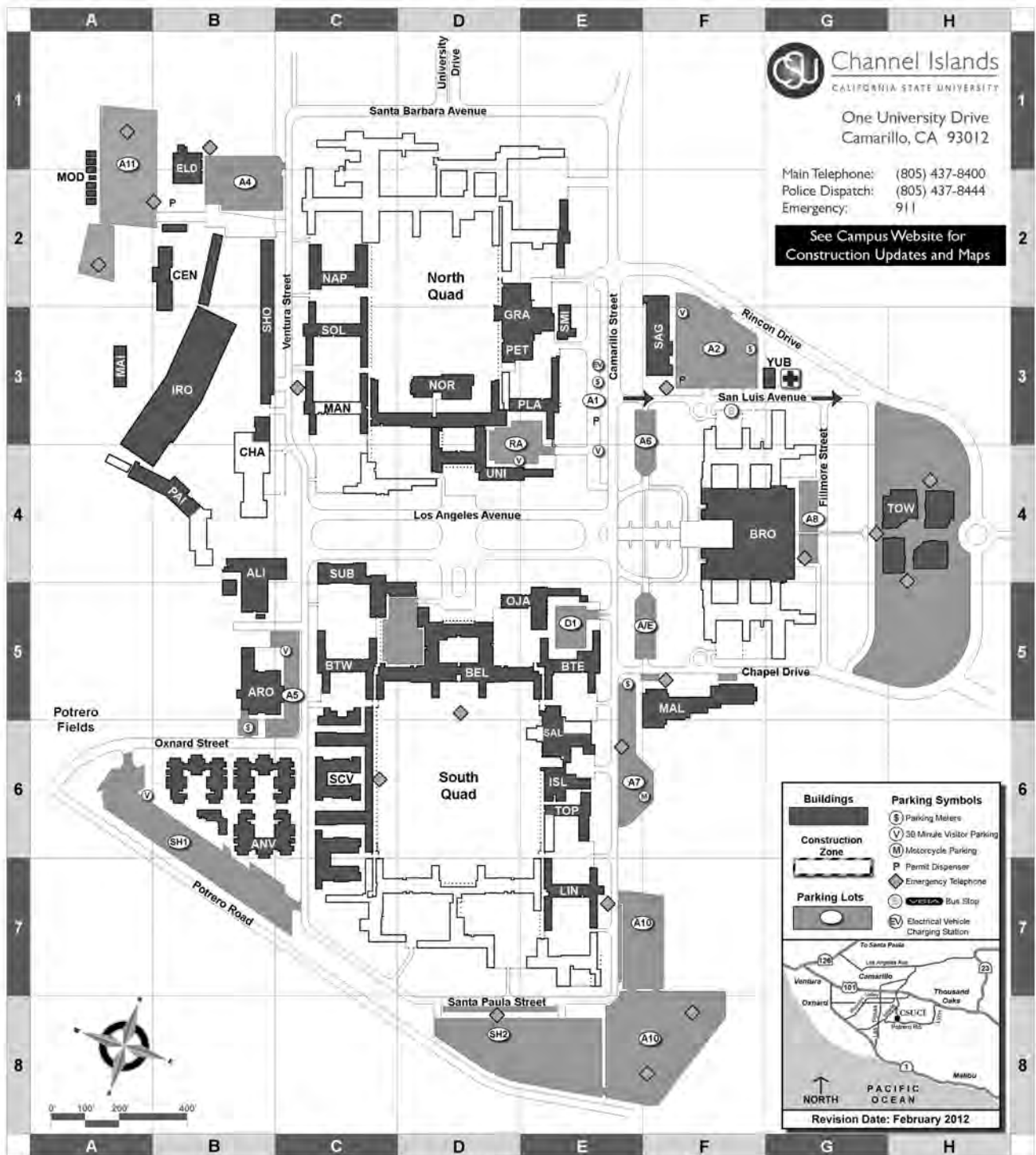
Topic	Contact Office	Location	Extension	Website Address (if applicable)
Academic Advising (Current Students)	Advising Center	Bell Tower	8571	http://www.csuci.edu/academics/advising
Academic Programs & Planning	Academic Programs & Planning	Sage Hall	8540	http://www.csuci.edu/app
Admissions	Admissions & 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/sbs
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
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/drpf/
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
Emergency Information Hotline			3911	
Employment Information, Students	Student Life	Bell Tower	3270	http://www.csuci.edu/careerdevelopment
Enrollment Center	Enrollment Services	Sage Hall	8500	http://www.csuci.edu/enrollmentservices
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

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)
Housing (On Campus)	Housing & Residential Education	Santa Cruz Village Bldg E	2733	http://www.csuci.edu/housing
ID Cards	Student Business Services	Sage Hall	8810	http://www.csuci.edu/cashier
Island View Orientation	Student Life	Bell Tower	3160	http://www.csuci.edu/nsotp/ivo.htm
Judicial Affairs	Student Life	Bell Tower	3332	http://www.csuci.edu/studentlife/judicial-affairs
Library	University Library	Broome Library	8561	http://www.library.csuci.edu
Multicultural Programs	Student Life	Bell Tower	8407	http://www.csuci.edu/multicultural/
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	911 or 8444	http://www.csuci.edu/police
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
Registration, Online (<i>myCI</i>)	Records & Registration	Sage Hall	8500	http://myci.csuci.edu
Schedule of Classes	Academic Support	Bell Tower	2749	http://www.csuci.edu/academics/scheduleandcatalog.htm
Student Organizations	Student Life	Student Union	3356	http://www.csuci.edu/studentleadership/clubs-organizations
Student Recruitment (Prospective Students)	Admissions & Recruitment	Sage Hall	8520	http://www.csuci.edu/admissions/studentrecruitment
Student Support Services	Student Life	Bell Tower	3560	http://www.csuci.edu/sss
Technology Help Desk	Technology & Communication	Broome Library	8552	http://www.csuci.edu/it
Tutoring	Learning Resource Center	Bell Tower	8409	http://www.csuci.edu/academics/advising/tutoring.htm
University Outreach	Student Life	Bell Tower	3155	http://www.csuci.edu/universityoutreach
Veterans Certifying Official	Records & Registration	Sage Hall	3528	http://www.csuci.edu/veterans
Veterans Affairs Program	Student Life	Bell Tower	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



BUILDING			GRID	BUILDING			GRID	BUILDING			GRID
ALI	Aliso Hall	B4		IRO	Ironwood Hall	B3		SAG	Sage Hall	F3	
ARO	Arroyo Hall	B5		LIN	Lindero Hall	E7		SAL	Salon A	E6	
ANV	Anacapa Village	B6		MAI	Maintenance Stores	A3		SCV	Santa Cruz Village	C6	
BRO	Broome Library	F4		MAL	Malibu Hall	F5		SMI	Smith Decision Center	E3	
BTW	Bell Tower West	C5		MAN	Manzanita Hall	C3		SHO	Shops	B3	
BEL	Bell Tower	D5		MOD	Modoc Hall	A2		SOL	Solano Hall	C3	
BTE	Bell Tower East	E5		NAP	Napa Hall	C2		SUB	Student Union Building	C4	
CEN	Central Plant	B2		NOR	North Hall	D3		TOP	Topanga Hall	E6	
CHA	Chaparral Hall	B4		OJA	Ojai Hall	E5		TOW	Town Center	H4	
ELD	El Dorado Hall	B2		PAI	Paint Shop	B4		UNI	University Hall	D4	
GRA	Grand Salon	E3		PET	Petit Salon	E3		YUB	Yuba Hall	G3	
ISL	Islands Cafe	E6		PLA	Placer Hall	E3					



Admission Procedures and Policies

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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 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, residency 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 part-time 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 impactation will be available at the following websites:

- www.csumentor.edu
- www.calstate.edu/impactioninfo.shtml
- 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 www.calstate.edu/impactioninfo.shtml.

Application Filing Periods

Terms in 2012-13	Applications First Accepted	Initial Filing Period	Filing Period
Fall Semester or Quarter 2012	October 1, 2011	October 1-November 30, 2011	Each non-impacted campus accepts applications until capacities are reached. Many campuses limit undergraduate admission in an enrollment category 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 www.csumentor.edu/filing_status/ .
Spring Semester or Quarter 2013	August 1, 2012	August 1- 31, 2012	

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 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:

1. 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
3. 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. 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 firsttime 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 firsttime 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.

**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 and above quality with any score			2.81	14	660	2.60	18	820	2.39	22	990	2.18	26	1160
			2.80	14	660	2.59	18	830	2.38	22	1000	2.17	26	1170
			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	710	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	730	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	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			

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 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 39 of the 48 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 www.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 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 30 unit residency requirement, no more than 90 total units may be transferred into the university from all sources.

Transfer Requirements

Students who have completed fewer than 60 transferable semester college units (fewer than 90 quarter units) are considered lower-division transfer students. Students who have completed 60 or more transferable semester college units (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 lower-division 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:

1. 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**

2. 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:

1. Complete appropriate courses with a C or better in adult school or high school summer sessions.
2. 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 upper-division transfer student if they meet all of the following requirements:

1. 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 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 60 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 three semester units) or the Intersegmental General Education Transfer Curriculum (IGETC) requirements in English communication and mathematical concepts and quantitative reasoning.

Student Transfer Achievement Reform (STAR) Act (SB 1440)

The Student Transfer Achievement Reform (STAR) Act (SB 1440) establishes an Associate in Arts (AA-T) or Associate in Science (AS-T) for transfer for California Community College students and is designed to provide a clear pathway to the CSU degree major.

California Community College students who earn a transfer associate (AA-T or AS-T) degree are guaranteed admission with

junior standing to the CSU and given priority admission over other transfer students when applying to a local campus, or non-impacted program. AA-T or AS-T admission applicants are given priority consideration to impacted campus and/or program that has been deemed similar to the degree completed at the community college. Students who have completed an AA-T/AS-T in a program deemed similar to a CSU major are able to complete remaining requirements for graduation within 60 semester units.

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 60 semester or 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
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	Paper
Undergraduate	61	500
Graduate	80	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

Early Start Program

Beginning with the class of 2012, entering resident freshmen who are not proficient in math or "at risk" in English will need to start the remediation process before their first term. By 2014, all new freshmen students who have not demonstrated college-readiness in mathematics and English will need to begin work on becoming ready for college-level English before the start of their first term.

The goals of Early Start Program are to:

- Better prepare students in math and English, before the fall semester of freshman year;
- Add an important and timely assessment tool in preparing students for college; and
- Improve students' chances of successful completion of a college degree.

For 2012, resident students would be required to participate in the Early Start Program if their ELM score is less than 50 and/or their EPT score is less than 138. Newly admitted freshman students who are required to complete Early Start will be notified of the requirement and options for completing the program as part of campus communications to newly admitted students.

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:

1. 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 fulltime 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
 - **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 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 Information

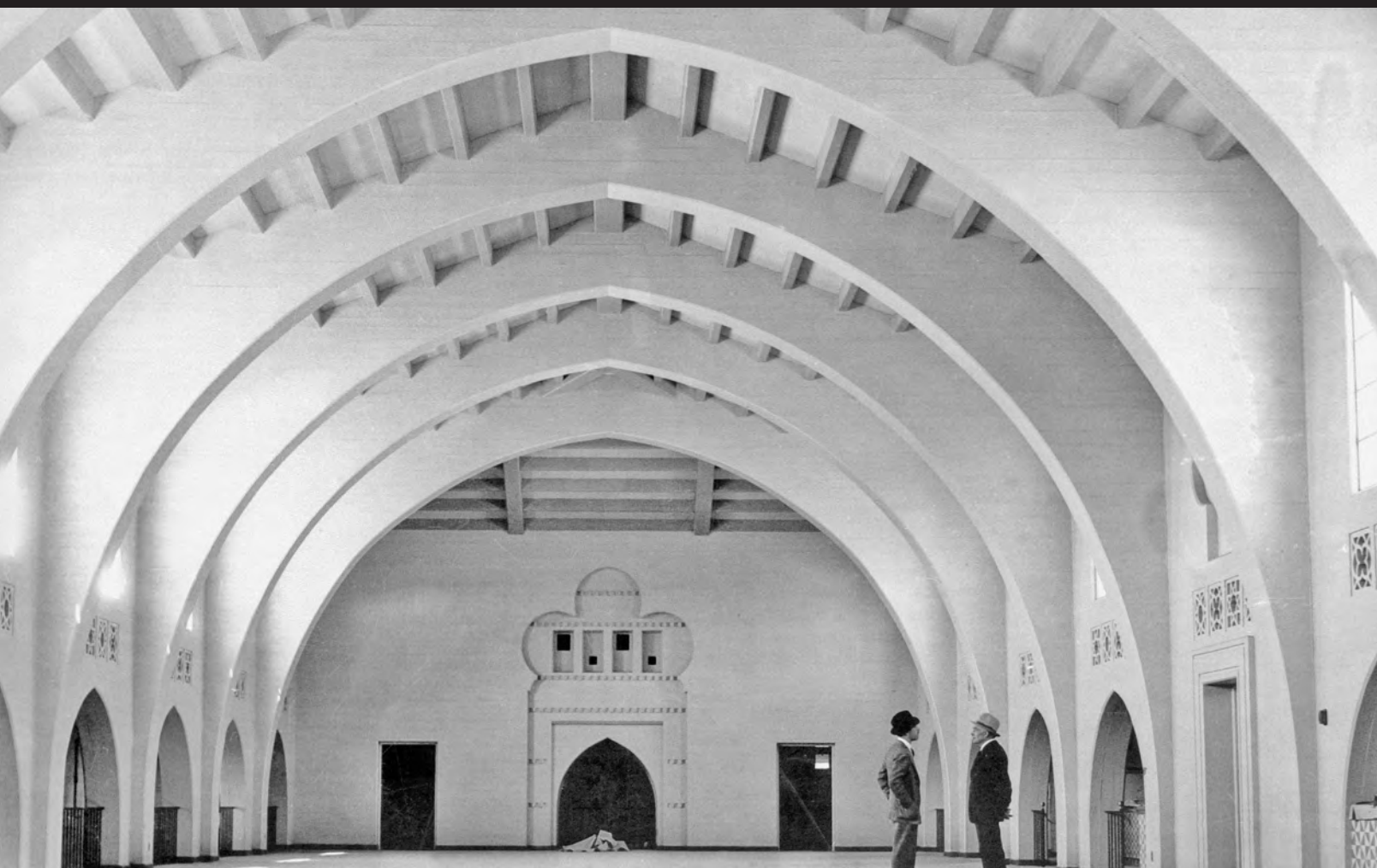
Each incoming freshman who will be residing in on-campus housing will be required to return a form indicating that they have received information about meningococcal disease and the availability of the vaccine to prevent contracting the disease and indicating whether or not the student has chosen to receive the vaccination.

The above 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.

Section 4



Schedule of Fees

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Schedule of Fees 2012 - 13

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 Trustees.

The following reflects systemwide fees for both semester and quarter campuses that were approved for the 2012-13 academic year by the Board of Trustees at their November 2011 meeting. *These rates are subject to change.*

All Students

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

2012-13 Basic Tuition Fees

All Campuses effective January 2012

Units	Per Semester	Per Quarter
Undergraduate Tuition Fee 6.1 or more 0.0 to 6.0	\$2,985 \$1,731	\$1,990 \$1,154
Credential Program Tuition Fee 6.1 or more 0.0 to 6.0	\$3,465 \$2,010	\$2,310 \$1,340
Graduate/Post-Baccalaureate Tuition Fee 6.1 or more 0.0 to 6.0	\$3,678 \$2,133	\$2,452 \$1,422
Doctoral Programs All students	\$5,559	\$3,706

2012-13 Doctorate Tuition Fee*

Units	Per Semester	Per Quarter	Per Academic Year
Education	\$5,559	\$3,706	\$3,706
Nursing Practice	\$7,170		
Physical Therapy	\$8,074		

* 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.

2012-13 Graduate Business Professional Fee, effective January 2012

Units	Semester	Quarter
Charge Per Unit	\$278	\$185

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

Application Fee	\$55.00
Breakage Card Fees*	\$25.00
Campus ID Card	\$15.00
Change of Graduation Date	\$15.00
Check Return Fee	\$25.00
Credit Card Transaction Dishonored Fee	\$25.00
Diploma Fee	\$45.00
Duplicate Diploma Fee	\$15.00
Freshman Orientation Fee	\$140.00
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 related 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 at One University Drive, Camarillo, CA. 93012 or by calling (805) 437-8810.

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 Student Business Services office at (805) 437-8810. The Student Business Services office 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.

Section 38130.5 – Qualifying non-resident students exempt from paying nonresident tuition, such as, nonresident student with: high school attendance in California for three or more years; graduation from a California high school or attainment of equivalent; registration as a entering student at, or current enrollment at, and accredited institution of higher education in California not earlier than the fall semester or quarter of the 2001-02 academic year; in the case of a person without lawful immigration status, the filing of a affidavit with the institution of higher education stating that the student has filed an application to legalize his or her immigration status, or will file an application as soon as he or she is eligible to do so.

Determination of Residence for Nonresident Tuition Purposes

University requirements for establishing residency for tuition purposes 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 Residency Requirements. These laws governing residency 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 residency 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 residency 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 residency for tuition purposes. A minor normally derives residency 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 residency 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 residency 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.

Residency determination dates are set each term. They are:

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

CalState TEACH operates on a trimester system. The residency 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 residency for tuition purposes in California between the time this information is published and the relevant residency 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 2011-12 budget amounts were \$2,141,273,000 from state General Fund (GF) appropriations (not including capital outlay funding) and before minus 38.5 million CalPERS retirement adjustment \$1,530,946,000 from tuition fee revenue net of financial aid (forgone revenue), and \$340,440,000 from other fee revenues for a total of \$4,012,659,000. The number of projected 2010-11 FTES is 331,716 resident and 13,572 non-resident students. The GF appropriation is applicable to resident students only whereas fee revenues are collected from resident and 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 fulltime student's academic load).

The 2011-12 average support cost per FTES based on GF appropriation and net tuition fee revenue only is \$10,889 and when including all sources as indicated below is \$11,875. Of this amount, the average net tuition fee revenue and other income per FTES is \$5,420, which includes all fee revenue in the CSU Operating Fund (e.g. tuition fees, application fees, and other campus mandatory fees).



2010/11	Amount	Average Cost per FTE Student	%
Total Support Cost	\$4,012,659,000	\$11,875	100%
• State Appropriation ¹	2,141,273,000	6,455	55%
• Net Basic Tuition Fee Revenue ²	1,530,946,000	4,434	37%
• Other Fees Revenue ²	340,440,000	986	8%

¹Represents state GF appropriation in the Budget Act of 2011-12; GF is divisible by resident students only (331,317 FTES).

²Represents CSU Operating Fund, Tuition Fee and other fees revenue amounts (net of foregone revenue) submitted in campus 2011-12 final budgets. Revenues are divisible by resident and nonresident students (345,288 FTES).

The average CSU 2011-12 academic year, resident, undergraduate student basic tuition fee and other mandatory fees required to apply to, enroll in, or attend the University is \$6,519 (\$5,472 tuition fee plus \$1,047 average campus-based fees). 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). The campus President may adjust the *student body association*

fee only after the fee adjustment has been approved by a majority of the students voting in a referendum established for that purpose. 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. *Student body association fees* support a variety of cultural and recreational programs, childcare centers, and special student support programs. 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). 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.

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 applying for financial aid must complete a Free Application for Federal Student Aid (FAFSA) 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:

Federal & State 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 who are working toward a teaching credential.
- Cal Grants are awarded to California residents with financial need and who meet the California Student Aid Commission (CSAC) scholastic and need 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.

Federal Direct Stafford Loans

A Federal Direct Stafford Loan is a low-interest loan available to college students who are enrolled at least half-time, enrolled in a degree granting program, and meet other basic requirements. These loans do not require credit approval; eligibility is determined by filling out the Free Application for Federal Student Aid (FAFSA) application. Payment of principal is deferred while students are enrolled in school at least half-time. After you graduate, withdraw or drop to less than half-time enrollment, you will have a six-month grace period during which time no payment on principal will be due. Repayment on the principal amount begins at the conclusion of the grace period.

Beginning with the 2012-2013 academic year, graduate students will only be eligible for the Unsubsidized Stafford Loan. Students enrolled only in a Teacher Credential program will still be eligible for the Subsidized Stafford Loan as they are not considered to be "graduate students" for financial aid purposes.

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 2012-2013

President's Scholars Program

Established by a generous gift from the Pierre Claeysens 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.

California Strawberry Festival Endowed Scholarship

Awarded to students who are Ventura County residents and whose parent(s) have been employed by the local strawberry industry for at least one season. Students must have a 3.0 minimum GPA and demonstrate financial need. It is renewable for up to four years for freshman and two years for transfer or graduate students.

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.

Dr. and Mrs. John Peter Pearson Nursing Scholarship

Awarded to a Junior standing Nursing student in Ventura County with a minimum GPA of 3.0. Scholarship is renewable for up to two years.

Edward and Eileen Gaiser Scholarship

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.

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.

James Basile Endowed Scholarship

Awarded to students who graduated from public high school in Simi Valley or Moorpark, CA. Preference is given to students who have had a parent killed or disabled while actively in public service such as law enforcement or fire fighting. Financial need and academic potential are considered. Minimum GPA is 3.0.

Jensen-Frazeur Nursing Scholarship

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

John Spoor Broome Scholarship

Awarded to a student in Ventura County with a minimum GPA of 3.0.

Linda and John Dullam Scholarship

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.

Lois and Bill Allmen Memorial Scholarship

Awarded to a student with a minimum GPA of 3.0 studying in the earth sciences.

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.

Oxnard Ambassadors Endowed Scholarship:

Awarded to business students who are Oxnard residents. A minimum GPA of 3.0 if required. Individual initiative in community service or academic achievement and financial need are all considered. Scholarship is renewable for up to four years for freshman and two years for transfer students.

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.



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 a non-profit auxiliary which identifies and responds to major student initiatives, oversees the ASI and student body center fees, and funds the operation of the Student Union.

Various programs, services and the day-to-day functions of ASI and the Student Union are overseen by the ASI professional staff. All CI students pay both an associated student fee and a student body center fee as part of their registration.

ASI is governed by the ASI Board of Directors, which is comprised of nine students (one student appointed by each of the "ASI entities" (see below), four students elected by the student body, and one student appointed by the Student Government President) and five non-students appointed by the CI President (three University administrators, one faculty member and one member of the community).

ASI Entities

The four organizations listed below have been designated by the ASI Board as being the "ASI entities." Because of the significant outreach each of these organizations is responsible for and the critical role they play in engaging the CI student body, these organizations have been allotted one director position each on the ASI Board and office space in the Student Union.

- Student Government (SG) is comprised of elected student leaders including a president, vice president and senators. Student Government contributes input on University policies and processes, advocates for the CI student body, and recommends students to serve on University committees.
- The Student Programming Board (SPB) helps to engage students of CI through the implementation of social, educational and cultural programs.
- 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.

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, which exists to foster community and enhance student learning and development on the CI campus. The Student Union includes a large programmable area for student events and live entertainment; a dining center including a coffee shop, grill 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 professional staff; meeting rooms for student organizations; and the SEAL (Student Engagement and Applied Leadership) Center. The Student Union also includes the Tree House Courtyard for outdoor events and gatherings.

Enrollment Services

Enrollment Center

Sage Hall, Room 1020

Telephone: (805) 437-8500

Fax: (805) 437-8509

<http://www.csuci.edu/enrollmentservices>

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

Admissions & Recruitment

admissions@csuci.edu

<http://www.csuci.edu/admissions>

The Admissions & Recruitment 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. Recruitment provides information, campus tours and programs to inform prospective students of what CI has to offer.

Financial Aid & Scholarships

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 applying for financial aid must complete a Free Application for Federal Student Aid (FAFSA) online 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 a 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, 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 at **myCI** (<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.

Veterans 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 Veterans Affairs Program coordinator in the Veterans Resource Center for assistance in applying for educational benefits and education certification. Required paperwork must be completed each semester.

Student Systems

student.systems@csuci.edu

<http://www.csuci.edu/enrollmentservices/student-systems>

The Student Systems office maintains Web pages with CI Records guides, implements new features in CI Records that improve services, maintains yearly catalog updates to the CI Academic Requirements Report (CARR), and loads electronic documents and records into CI's systems.

Housing & Residential Education

Santa Cruz Village, Building E, Room 153
(805) 437-2733

student.housing@csuci.edu

<http://www.csuci.edu/housing>

Living on campus puts you in the center of the CI experience. Each Village offers a distinct living style and 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 activities and 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 460 freshmen 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.

Apply Today!

Housing on campus is limited, so early application and confirmation is strongly encouraged. Returning CI students and new students who have been accepted to CI and filed their Intent to Enroll are eligible to apply. You can find the application link via your Dolphin VIP account at <http://csuci.askadmissions.net/vip/>.

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, Educational Opportunity Program, University Outreach, Student Support Services Program, Veterans Affairs Program, and Judicial Affairs.

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 policies.

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

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.

Judicial Affairs

Bell Tower East, Room 1802
 Dean of Students
 (805) 437-3332
 Fax: (805) 437-3211
<http://www.csuci.edu/studentlife/judicial-affairs/index.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 online at the Judicial Affairs Web site.

Multicultural Programs

Multicultural and Women's & Gender Student Center

Bell Tower, Room 1512
 (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

Bell Tower, Room 1506
(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/pcs>

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, Student 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 student 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.

Student Organizations

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

Student Support Services

Student Support Services Center

Bell Tower East, Room 1805

(805) 437-3560

Fax: (805) 437-3529

<http://www.csuci.edu/ssc>

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 CI. 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
- CI 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.

Veterans Affairs Program

Veterans Resource Center

Bell Tower, Room 1518

(805) 437-3524

Fax: (805) 437-2084

veterans.help@csuci.edu

<http://www.csuci.edu/veterans/>

The Veterans 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 Veterans 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 GI 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)

Student Complaint Procedure

The California State University takes very seriously complaints and concerns regarding the institution. If you have a complaint regarding the CSU, you may present your complaint as follows:

- (1) If your complaint concerns CSU's compliance with academic program quality and accrediting standards, you may present your complaint to the Western Association of Schools and Colleges (WASC) at <http://www.wascsenior.org/comments>. WASC is the agency that accredits the CSU's academic program.
- (2) If your complaint concerns an alleged violation by CSU of a state law, including laws prohibiting fraud and false advertising, you may present your claim to the campus president or designee (Damien Peña, AVP for Student Affairs/Dean of Students, at damien.pena@csuci.edu). The president or designee will provide guidance on the appropriate campus process for addressing your particular issue.

If you believe that your complaint warrants further attention after you have exhausted all the steps outlined by the president or designee, or by WASC, you may file an appeal with the Associate Vice Chancellor, Academic Affairs at the CSU Chancellor's Office. This procedure should not be construed to limit any right that you may have to take civil or criminal legal action to resolve your complaint.



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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.

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 CSU 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 considerably 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.
 - Limit an individual's access to its networks.
 - 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.
 - A member or group within the campus community has been detrimentally affected by some action.
- All investigations of CSU 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 password-protected 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 policies.
- 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:
 - 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.
 - 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 remote connections) to University information systems, data, and network resources once they have completed University-related activities.

Incidental Use

University information systems and network resources are owned and operated by the University and are to be used for University-related 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 technology and communication 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 Technology and Communication 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.

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)

Appeal of Admission Decision

Section 89030.7 of the California Education Code requires the California State University establishes specific requirements for appeal procedures for a denial of admission. Each CSU campus must publish appeal procedures for applicants denied admission to the University. The procedure is limited to addressing campus decisions to deny an applicant admission to the University.

Admissions appeal procedures must address the basis for appeals, provide 15 business days for an applicant to submit an appeal, stipulate a maximum of one appeal per academic term, provide specific contact information for the individual or office to which the appeal should be submitted and must also be published on the campus website.

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 CI.

Definition(s)

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

Text

1. A transcript is considered official if it is sent directly from the institution of origin to the Enrollment Center at CI 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.
5. 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 6 semester units (9 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. (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 Military Service, Academic

Students shall be granted credit toward the Baccalaureate degree based on the American Council on Education (ACE) Guide to the Evaluation of Educational Experiences in the Armed

Services. Three units of General Education Area E credit will be awarded for military basic training with any additional credit for basic training recommended by the ACE Guide given as free electives.

In addition, up to 30 credits may be awarded as a combination of free electives based on ACE recommendations and/or the following specific credits:

- 1) Three to four units of General Education Area C3a credit will be awarded for Defense Language Institute Foreign Language Center proficiency exams based on ACE's guidelines in the National Guide to College Credit for Workforce Training. Any additional credit for language proficiency recommended by the ACE Guide will count as free electives.
- 2) Major or other General Education credit may be awarded by petition.

Students should contact Enrollment Services for instructions on receiving credit.
(SP10-08)

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 70 semester units earned in a community college may be applied toward the baccalaureate degree, with the following limitations and stipulations:

1. 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 9 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

CI 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. CI 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 CI 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 transcripts.ibna@ibo.org. 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. (SP01-36)

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 24 units earned through Open University (see Open University) and Extension may be applied to a bachelor's degree at CI, and up to 9 units may be applied to a master's degree. (SP01-36)

Open University

Open University permits non-matriculated students to register concurrently with matriculated students in regular classes. Up to 24 units earned through Open University and Extension (see Extension Programs) may be applied to a bachelor's degree at CI, and up to 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.10.016.htm>. (SA.10.016)

Federal Work Study (FWS)

Accountability

The 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 parttime 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 CSUCI from the Federal Government when the student files a FAFSA form (Free Application for Federal Student Aid).

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-serve basis. Priority is given to continuing students who are currently participating in FWS and plan to continue in the capacity in which they were trained as well as those 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 overtime 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.10.014)

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.

CI 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 CSU Channel Islands receiving financial aid assistance.

Definitions

Appeal – A process by which a student who is not meeting the institution's satisfactory academic progress standards petitions the institution for reconsideration of the student's eligibility for title IV, HEA program assistance.

Financial Aid Probation – A status assigned by an institution to a student who fails to make satisfactory academic progress and who has appealed and has had eligibility for aid reinstated.

Financial Aid Warning — A status assigned to a student who fails to make satisfactory academic progress at an institution that evaluates academic progress at the end of each payment period. Schools that evaluate SAP at the end of each payment period (including summer terms) have the option to add a warning payment period, followed by a probationary payment period, prior to any termination of federal student aid eligibility. The student may receive aid under the warning and probationary periods. The warning option is not available to schools that evaluate SAP less frequently.

Note: A Financial Aid Warning or Financial Aid Probation (relating to financial aid eligibility) is different from Academic Probation (relating to your overall academic standing with the University).

Maximum Timeframe:

1. For an undergraduate program measured in credit hours, a period that is no longer than 150 percent of the published length of the educational program, as measured in credit hours;
2. For a graduate program, a period defined by the institution that is based on the length of the educational program.

Text

This policy meets the requirement for strictness as it matches the institutional policy for a student enrolled in the same educational program who is not receiving Title IV assistance. The policy is organized in the following sections that illustrate the standards required to maintain good standing and satisfactory academic progress to retain Title IV funding:

- I. **Quantitative Component—units completed**
 - a. Pace – percent of units completed
 - b. Maximum unit limit
 - c. Treatment of Repeated Coursework
 - d. Treatment of Credit/Noncredit Coursework
 - e. Transfer Units
 - f. Change of Major – effect on unit load
- II. **Qualitative Component—grading**
 - a. Grading
 - b. Academic Disqualification
 - c. Remedial Coursework
- III. **Evaluation of Academic Progress Over Time**
 - a. Maximum Time Limit
- IV. **Consequences**
 - a. Financial Aid Warning Period
 - b. Requirements to Re-establish Financial Aid Eligibility
 - c. Appeal Process
 - d. FR Funding/Reinstatement Rules following a SAP Appeal

SAP Review Criteria

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).

SECTION I: Quantitative Component Pace (e.g., percent of units completed):

Pace is determined by calculating a student's ratio of overall cumulative CI units earned to their cumulative CI units attempted. The following schedule designates the minimum percentage of amount of work that a student must successfully complete at the end of each increment to complete his or her educational program within the maximum timeframe. As a student progresses toward graduation, the expected ratio or percentage increases.

Degrees	Number of Cumulative Units Attempted	Minimum Percentage of Units Earned (Percentage of cumulative units taken with passing) grade divided by cumulative units attempted.)
Undergraduate	1 to 29.99	75%
	30 to 59.99	80%
	60 to 89.99	85%
	90 to 180	90%
Second BA	1 to 45.01	90%
Postbaccalaureate/ Credential	1 to 52.50	90%
Graduate	1 to 49.50	90%

Maximum Unit Limit:

The maximum unit limit for undergraduate student aid eligibility is 150% of the unit requirement for graduation, as set forth by the Federal Department of Education and CI. Since most undergraduate majors at CI require 120 units to graduate, the maximum unit limit is therefore 180 attempted units ($120 \times 1.5 = 180$). In addition, regulations require that all undergraduate transfer units **MUST** be considered in determining progress toward graduation within the 150% maximum time frame (regardless of whether or not the student received prior financial aid, completed the coursework, or if the course work counts or not toward their degree objective). The maximum unit limit for 2nd BA/BS student aid eligibility is 150% of the unit requirement for graduation, as set forth by the Federal Department of Education and CI. Since most undergraduate majors at CI require 120 units to graduate, and the student has already completed three years (approximately 90 units) of general education coursework, the maximum unit limit is therefore 45 attempted units ($120 - 90 = 30 \times 1.5 = 45$). In addition, regulations require that all undergraduate transfer units **MUST** be considered in determining progress toward graduation within the 150% maximum time frame (regardless of whether or not the student received prior financial aid, completed the coursework, or if the course work counts or not toward their degree objective).

The maximum unit limit for post-baccalaureate Teacher Credential student aid eligibility is 150% of the unit requirement for graduation, as set forth by the Federal Department of Education and the CI. Since most Credential programs at CI require 35 units to graduate, the maximum unit limit is therefore 52.50 attempted units ($35 \times 1.5 = 52.50$). In addition, regulations require that all post-baccalaureate transfer units **MUST** be considered in determining progress toward graduation within the 150% maximum time frame (regardless of whether or not the student received prior financial aid, completed the coursework, or if the course work counts or not toward their degree objective).

The maximum unit limit for graduate aid eligibility is 150% of the unit requirement for graduation, as set forth by the Federal Department of Education and CI. Since most graduate programs at CI require 33 units to graduate, the maximum unit limit is therefore 49.50 attempted units ($33 \times 1.5 = 49.50$). In addition, regulations require that all graduate transfer units **MUST** be considered in determining progress toward graduation.

within the 150% maximum time frame (regardless of whether or not the student received prior financial aid, completed the coursework, or if the course work counts or not toward their degree objective).

Note: Maximum unit limits for postbaccalaureate and graduate programs may be greater than those listed above if a student's program(s) requires more than the typical unit requirement.

Treatment of Repeated Coursework:

The Financial Aid office accepts repeated courses consistent with University Policy limiting these units to 16 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. Please be aware that repeat courses are not identified in the computer system as "repeat courses" until your grades are entered for the term. Therefore, repeat courses that have been previously completed (with a passing grade) will be averaged into your GPA and cumulative units earned, which may negatively affect your SAP. ***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.

Transfer Units:

The government requires that all transfer units **MUST** be considered in determining progress toward graduation within a 150% maximum time frame.

Change of Major:

When considering a change in major, it is the responsibility of the student to be aware of the maximum unit limit guidelines, as outlined in this policy.

SECTION II: Qualitative Component: Acceptable Grade Point Average

All students must maintain a cumulative grade point average of 2.0 (overall "C" average) to maintain financial aid eligibility. Students placed on academic probation will also be placed on financial aid probation for not making satisfactory academic progress. 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.

Grading:

The quality of an aid recipient's coursework is also monitored. Units are counted as earned only if one of the following grades is received: "A" through "D-", Credit (CR), Satisfactory Progress (SP)

- o The following grades are NOT counted as earned for satisfactory progress:
 - Incomplete (I)*
 - Incomplete Fail (IC)*
 - Withdrawal (W)**
 - Failure (F)
 - Unauthorized Incomplete (U)

- Unauthorized Withdrawal (WU)
- No Credit (NC)
- Report Delayed (RD)
- Audit (AU)

* 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. ** 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.

Academic Disqualification:

Students who are academically disqualified from CI by the Records Office are not eligible for financial aid.

Remedial Coursework:

CI does not consider remedial coursework in determining a student's SAP.

SECTION III: Evaluation of Academic Progress over Time: Maximum Time Limit

The maximum time limit for undergraduate student aid eligibility is 150% of the normal length of time required to complete a program of study as a full-time equivalent student, as set forth by the Federal Department of Education and the CI. It will take 5 years to complete most undergraduate programs if a student is enrolled in only 12 units per term (120 units/24 full-time units per year = 5 years). Thus, the maximum time limit is 7.5 years ($150\% \times 5 \text{ years} = 7.5 \text{ years}$).

The maximum time limit for 2nd BA/BS student aid eligibility is 150% of the normal length of time required to complete a program of study as a full-time equivalent student, as set forth by the Federal Department of Education and the CI. It will take 1.25 years to complete most 2nd BA/BS programs (since the student has already completed their general education coursework) if a student is enrolled in only 12 units per term (120 units – 90 GE units = 30/24 full-time units per year = 1.5 years). Thus, the maximum time limit is 2.25 years ($150\% \times 1.5 \text{ years} = 2.25 \text{ years}$).

The maximum time limit for postbaccalaureate Teacher Credential student aid eligibility is 150% of the normal length of time required to complete a program of study as a full-time equivalent student, as set forth by the Federal Department of Education and CI. It will take 1.5 years to complete most Credential programs if a student is enrolled in only 12 units per term (35 units/24 full-time units per year = 1.46 years). Thus, the maximum time limit is 2.25 years ($150\% \times 1.46 = 2.19 \text{ years}$).

The maximum time limit for graduate aid eligibility is 150% of the normal length of time required to complete a program of study as a full-time equivalent student, as set forth by the Federal Department of Education and CI. It will take 2 years to complete most graduate programs if a student is enrolled in 12 units per term (49.5 units/24 full-time units per year = 2.06 years). Thus, the maximum time limit is 3.0 years ($150\% \times 2.06 = 3.09 \text{ years}$).

Note: Maximum time limits for postbaccalaureate students may be greater than those listed above if a student's program(s) requires more than the typical 35 units.

SECTION IV: Consequences

Financial Aid Warning Period:

If a student does not meet the SAP policy guidelines, as stated above, they will be placed on Warning for the next term. A student on financial aid Warning may continue to receive Title IV aid despite a determination that the student is not meeting SAP standards. This will allow the student time to get back into good SAP standing, while continuing to receive financial aid. If the student continues not to meet the SAP policy guidelines after the Warning term, they will no longer be eligible to receive financial aid.

Requirements to Re-establish Financial Aid Eligibility:

Students who have lost their financial aid eligibility due to insufficient Percentage of Units Earned, or low GPA, and do not appeal, or their appeal is denied, may generally reestablish eligibility as follows:

- **GPA:** The qualitative requirement (i.e., CI cumulative GPA) is associated with units completed while at CI; therefore the additional units needed to increase your CI GPA must be completed at CI.
- **Units:** The quantitative requirement (i.e., CI cumulative units earned) may be re-established either:
 1. Permanently (i.e., regain eligibility from this point forward, pending any future unit deficiencies) by completing the total number of units needed to increase your Percentage of Units Earned to an acceptable range for your appropriate grade level without receiving financial aid. Deficient units may be completed at CI, or they may be completed through CI Extended University, if the coursework is transferable and satisfies your CI graduation requirements; or,
 2. Temporarily (i.e., regain eligibility on a term-by-term basis for the remainder of the academic year. A new appeal may need to be submitted for the next academic year) by transferring in units completed at another college (completed after financial aid was denied at CI) that are equal or greater than the total number of units deficient at CI. Units must satisfy your CI graduation requirements. It is the student's responsibility to meet the reinstatement requirements, provide academic transcripts for transfer units to the CI Admissions & Records Office (AR), and to provide proof of completed units to the financial aid office.

Appeal Process:

If the student has mitigating factors that have hindered their Satisfactory Academic Progress (SAP) toward graduation, including death of a relative, injury or illness of the student, or other special circumstances, they may submit a SAP Appeal. If the Appeal is approved, a student's financial aid eligibility may be re-instated.

After being notified by the financial aid office student has 21 days to submit a petition. The appeal must specify why the student failed to maintain SAP and what has changed to allow them to maintain or progress toward making SAP in the future.

Appeals are reviewed by the Financial Aid SAP Appeals Committee and determined on a case-by-case basis. The criteria for approving an appeal will be based on the student's circumstance, documentation, and a reasonable expectation that the student can reestablish progress toward a degree objective, and regain academic standing that meets the requirements for graduation.

After consulting with the SAP Appeals Committee, 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, s/he 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.

If the student's Petition is denied by the Financial Aid SAP Appeals Committee, the student may either:

1. continue enrollment and make payment arrangements with the Student Business Services Office; or
2. withdraw and submit required documents to corresponding departments as delineated in the withdrawal policy.

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 to meet 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. No retroactive disbursements are allowed.
(SA.10.013)

Return of Title IV Funds

Accountability

Financial Aid office

Applicability

All registered students at CI receiving financial aid assistance.

Text

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.
 - $\text{Days Attended} \div \text{Days in Enrollment Period} = \text{Percentage Completed}$
 - 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.
 - $\text{Total Aid Disbursed} \times \text{Percentage Completed} = \text{Earned Aid}$
- Determine the amount of unearned aid to be returned to the appropriate Title IV aid program.
 - $\text{Total Disbursed Aid} - \text{Earned Aid} = \text{Unearned Aid to be Returned}$
 - 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.
 - 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)
 5. 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

All Registered Students at California State University Channel Islands (CI) are awarded grants funds in accordance with the system-wide policy statement issued on a yearly basis 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. Subsequent documents are issued yearly 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 programs)
- 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. Due to limited funds allocated to CI; grant eligibility may be based on lower expected family contribution limits.

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 Tuition 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.10.015)

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" assigned.
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.
5. 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.

1. 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+", "C+", "C", & "IC."
4. This policy may not be used on grades of "A+", "A", "A-", "B+", "B", "B-", "C+", "C", "I."
5. 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 16 semester units that can be replaced for grade forgiveness, up to 12 units of coursework may be repeated. These 12 units that can be repeated will be averaged into the GPA without replacing the previously received grades.

(SP09-04)

Grades

1. "ABCD" 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.

(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:

1. 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 the Admissions and Recruitment office that he/she wishes to receive credit. (SP03-18)

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 CI.

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 Award

Granted 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.

(SP04-22)

Program Honors

Program honors will be awarded [to student graduating from CI] based on criteria developed by individual programs.

(SP01-41)

Semester Honors

CI undergraduate students completing 12 or more units with a letter grade in a single semester or completing 12 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.

(SP03-19)

University Honors

The following honors are awarded to students graduating from CI:

- **Summa Cum Laude** — This honor is to awarded to all students who possess a grade point average of 3.90 - 4.0 in courses taken at CI.
- **Magna Cum Laude** — This honor is to awarded to all students who possess a grade point average of 3.75 - 3.89 in courses taken at CI.
- **Cum Laude** — This honor is to awarded to all students who possess a grade point average of 3.50 - 3.74 in courses taken at CI.

(SP01-41)

Internships and Service Learning

Internships

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

1. 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

- 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.
- 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. (SP03-06)

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. (SP04-33)

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. (SP02-04)

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 CI.

(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.

(SPO2-04)

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

1. Students may add courses during the first three weeks of classes with approval signatures from the instructor.
2. 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.

(SPO3-05)

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.

(SPO8-07)

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

- Students are expected to attend class regularly.
- Instructors must include their class attendance requirements in the course syllabus.
- 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:
 - Illness or injury to the student
 - Death, injury, or serious illness of an immediate family member
 - Religious reasons (California Education Code section 89320)
 - Jury duty or government obligation
 - 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.)
- 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.
- 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).
- 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.
- 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.
- Instructors are not obligated to consider other absences as excused.

(SP01-56)

Class Standing

Freshmen	0 - 29 units
Sophomore	30 - 59 units
Junior	60 - 89 units
Senior	90 + units

Course Load for Undergraduate Students

An undergraduate student may enroll in 18 units without advisor approval. Students enrolling in 19 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.

(SP04-30)

Credit Hour

As of July 1, 2011 federal law (600.2 and 600.4) requires all accredited institutions to comply with the federal definition of the credit hour. For all CSU degree programs and courses bearing academic credit, the "credit hour" is defined as "the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

- One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
- At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours."

A credit hour is assumed to be a 50-minute period. In courses, in which "seat time" does not apply, a credit hour may be measured by an equivalent amount of work, as demonstrated by student achievement.

Declaration of Majors

To help ensure timely completion of graduation requirements, students who have a total of 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.

(SP02-06)

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 9 units of upper-division, interdisciplinary General Education courses may be double counted between a major and General Education.
(SP01-34)

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)

Priority Registration for Students with Disabilities Accountability

Disability Resource Programs (DRP), University Registrar

Applicability

Students with a documented disability and registered with DRP

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, the student must be registered with the Disability Resource Programs and have a disability-related need which meets one or more of the following criteria:

1. The student requires accommodations that are time intensive for Disability Resource Programs to implement, such as converting required texts and instructional materials into alternative formats or securing Sign Language interpreters.
2. The student has a physical or mobility impairment that requires the need to schedule classes in accessible locations and, when possible, in close proximity to one another.
3. The student has extraordinary class scheduling needs due to health restrictions, extensive therapy/medical treatment (such as chemotherapy, renal dialysis, etc.) or the need to administer medications at specific times,
4. The student has a disability related circumstance that DRP deems appropriate for priority registration.

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

Disability Resource Programs is not authorized to grant priority registration based on consideration of graduation time limitation, financial need, sponsorship by programs such as Worker's Compensation, Department of Rehabilitation, Veterans benefits, private insurance, etc.

Students **must** be in good standing with the University in order to utilize priority registration. This means that there can be no holds on the students account such as a Financial Aid, Judicial Affairs, Housing and Residential or Academic Advising. If there is a hold, registration will be suspended until the student resolves the situation.

Priority registration does not exempt students from meeting general registration or the requirements of the University or their major (e.g. prerequisites.).

First semester freshman and incoming transfer students are not eligible for priority registration due to the requirement for all incoming students to receive academic advising during Island View Orientation or Transfer Student Advising Workshops prior to registration.

(SA.08.002)

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.
2. 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 30 units in residence, including 24 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 office.

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. (SP03-20)

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. (SP01-37)

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 "VV" 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 "V" 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 CI

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 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 System-wide Guidelines for Nondiscrimination and Affirmative Action Programs in Employment.

Text

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 Religion

The California State University does not discriminate on the basis of race, color, ethnicity, national origin, age, or religion in its programs and activities, including admission and access. Federal and state laws, including Title VI of the Civil Rights Act of 1964 and the California Equity in Higher Education Act, prohibit such discrimination. Anna Pavin, AVP for Human Resources, has been designated to coordinate the efforts of California State University Channel Islands to comply with all applicable federal and state laws prohibiting discrimination on these bases. Inquiries concerning compliance may be presented to this person at Solano Hall Human Resources Programs or (805) 437-8490.

Disability

The California State University does not discriminate on the basis of disability in its programs and activities, including admission and access. Federal and state laws, including sections 504 and 508 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, prohibit such discrimination. Anna Pavin, AVP for Human Resources, has been designated to coordinate the efforts of California State University Channel Islands to comply with all applicable federal and state laws prohibiting discrimination on the basis of disability. Inquiries concerning compliance may be presented to this person at Solano Hall Human Resources Programs or (805) 437-8490.

Sex/Gender/Gender Identity/Sexual Orientation

The California State University does not discriminate on the basis of sex, gender, gender identity or sexual orientation in its programs and activities, including admission and access. Federal and state laws, including Title IX of the Education Amendments of 1972, prohibit such discrimination. Anna Pavin, AVP for Human Resources, has been designated to coordinate the efforts of California State University Channel Islands to comply with all applicable federal and state laws prohibiting discrimination on these bases. Inquiries concerning compliance may be presented to this person at Solano Hall Human Resources Programs or (805) 437-8490.

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 Compliance

Inquiries concerning compliance or the application of these laws to programs and activities of California State University Channel Islands may be referred to the specific campus officer(s) identified above 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.

Text

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

Accountability

The Provost/Vice President for Academic Affairs, Vice President for Student Affairs, Vice President for Finance & Administration, Vice President for University Advancement, Chief Information Officer, Associate Vice President for Operations, Planning & Construction, Director of Communication & Marketing, EFC Chair, and the Director of Housing & Residential Education.

Applicability

All University offices, auxiliaries, faculty, staff, students, tenants, and external constituencies, including members of the public.

Exceptions to this policy include:

- A. Public safety alerts and public information notifications issued by either the University Police Department or Communication & Marketing during times of potential or current campus emergencies.
- B. Notices displayed for classroom relocations or cancellations.

- C. University information or notices for employment/Human Resources, emergency or public safety instructions, the University's mission statement, academic program posters, or campus photographs displayed in building public spaces.
- D. Temporary signs for construction-related activities.
- E. Requests for commercial postings within the Town Center or on University Glen property shall be governed by the University Glen Corporation office.

Definition(s)

Signage – Flyers/leaflets, posters, banners, brochures, lawn flags, sidewalk chalk, ground-stakes, foot signs, A-frames or sandwich boards, and electronic message boards, affixed or displayed throughout University buildings or spaces

Public Space – Any interior or exterior area that is open for students, employees, or visitors to enter during regular business hours. These areas include, though are not limited to: walls, hallways, corridors, lobbies, conference rooms, courtyards, fences, library, and all other University buildings or property owned or controlled by the University, but excluding University Glen or Town Center property.

Text

Approving University Officials

- Students or Student Clubs and Organizations: Vice President for Student Affairs or her/his designee
 - Faculty or Academically-Related Activities: Provost/Vice President for Academic Affairs or her/his designee
 - Staff: The staff member's Division head or his/her designee
 - External Constituencies: Director of Communication & Marketing or her/his designee. External events approved by the Events & Facilities Committee (EFC) will also require approval by the Chair of the EFC.
 - University Tenants or Town Center Tenants: Director of Communication & Marketing or her/his designee.
- A. Requests for postings or signage shall be reviewed and approved in advance by the University official or her/his designee.
 - B. Non-University or off-campus printed materials shall not be posted on the campus without advance approval by the University official or her/his designee.
 - C. The posting of materials using items such as lawn flags, foot signs, ground stakes, or chalk on sidewalks shall be reviewed and approved in advance as deemed appropriate by the approving University official or her/his designee, in consultation with the Associate Vice President for Operations, Planning & Construction. The requestor will be responsible for any damages as a result of ground stakes, clean-up of chalk used on sidewalks, or costs incurred by OP&C for repairs or clean-up.

Approved Methods for Posting

- A. Push pins or thumb tacks for cork bulletin boards; magnets for dry eraser boards.
- B. Sticky putty or painters' masking tape for large event posters approved for placement only on interior walls next to general bulletin boards.

Approved Locations for Postings and Signage

- A. General cork bulletin boards located throughout most campus buildings, or available dry eraser boards for general purpose postings located within the Library.
- B. Cork bulletin boards located outside office doors with occupant approval.

- C. Electronic message boards managed by the Student Union.
- D. A-frames or sandwich boards may only be placed at specified locations outside University buildings and must not interfere with pedestrian or vehicular traffic.
- E. If space is needed, posters approved by appropriate University officials as noted in this policy, may be displayed on interior walls next to general bulletin boards.
- F. Banners may only be displayed in the designated banner locations or by using frames installed and provided by OP&C.

Prohibited Locations for Postings and Signage

- All interior and exterior spaces within campus buildings including but not limited to: lobbies, doors, windows, balconies, railings, stairwells, walls, or hallways.
- Restrooms or Stalls
- Benches
- Fences
- Fountains or Sculptures
- Sidewalk railings
- Light Posts
- Trees or Planted Garden areas
- Bus Shelters
- Newspaper or Magazine Racks
- Traffic Mirrors or Control Signs
- Trash or Recycling Receptacles
- Permanent Wayfinding/Directional Signage

Limitations on Postings and Signage

- A. It is the responsibility of the individual or group posting materials to ensure that all postings have been removed within two (2) business days following the event or the date as specified by the approving University official or her/his designee. Materials that can be visually determined with a past date will be removed. All posted materials will be removed from general bulletin boards at the end of each semester.
- B. Vehicle or pedestrian directional signage for events or activities shall be placed in accordance with the Police & Parking Services A-Frame (Sandwich Boards) Placement Procedures.
- C. Banners may only be displayed in the designated banner locations or using frames provided and installed by OP&C. All banner requests shall be reviewed and approved in advance by the Director of Communication & Marketing. The requestor will incur all charges related to the installation and removal of the banner.
- D. Requests for signage near the University entrance or designated banner locations shall be reviewed and approved in advance by the Director of Communication & Marketing or her/his designee. Requestors should first inquire that there are no conflicts with the display area's posting schedule. Scheduling is on a first-come, first-served basis. The requestor will incur all OP&C charges related to the production and installation of signage in the kiosk or banner area.
- E. All requests for postings or signage within Housing & Residential Education facilities shall be reviewed and approved in advance by the Director of Housing & Residential Education or her/his designee.
- F. Duration: all postings or signage may be displayed for a maximum of two (2) weeks prior to any one event or activity and should be removed within two (2) business days after the event or activity.

- G. Poster size: posters should not exceed 24" x 36" in size for posting onto "A" frames or as space is available on general bulletin boards.
- H. Content: postings or signage advertising an event, activity, or program should contain the following information: name of event or activity; date, time, and place of event or activity; and University contact information (campus phone numbers or web address). The University's formal or spirit logos may be included in materials but are not required (refer to the University's Identity Style Guide for proper use).
- I. Poster quantity: only one poster advertising an event, activity, or program may be posted on the same bulletin board.
- J. Tacking, painting, pasting, marking, writing, gluing, stapling or otherwise affixing signage is not allowed on any surfaces. Stickers may not be posted onto any surfaces.
- K. Divisions, departments, areas, offices, faculty, or staff, may display posters, photographs, awards, or artwork within their designated campus office area or doorway and not in public spaces.
- L. Academically-related materials may be posted in instructional areas (including Aliso Hall, central Bell Tower, Malibu Hall, Manzanita Hall, Napa Hall, North Hall, Topanga Hall, and the MVS Center) except for areas noted in the Prohibited Locations for Postings and Signage within this policy.
- M. Any individual, department, or organization may be charged for the cost incurred in the removal or repair of campus facilities caused by inappropriate or prohibited postings for which they are responsible.
- N. Unauthorized postings in prohibited locations will be removed.
- O. Signs or postings that in the judgment of the University are threatening to public safety, prohibited by law, hazardous to pedestrian or vehicular traffic, or imitative of official government signs or copyrighted signs, logos or marks, are prohibited.
- P. Individuals or 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.

(CM.02.004)

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 State-owned vehicles.

(FA.31.013)

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 CI 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.
- b. 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.
- i. 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.
- l. 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.
- o. 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 **myCI**.

(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)

Degrees Awarded Posthumously

The complete policy text can be found on the CI website at <http://senate.csuci.edu/policies/2010-2011/sp10-13-posthumous-degrees.pdf>. (SP10-13)

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.

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 6 units at CI (Undergraduates)
- Must be enrolled in no less than 3 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 Involvement on Campus During Finals & Pre-Finals Week

Accountability

The Vice President for Student Affairs

Applicability

All enrolled students at California State University Channel Islands

Definition(s)

Pre-finals week — The last week of fall and spring classes (pre-finals week begins the Sunday prior to finals week).

Text

No student club/organization may hold meetings or sponsor events during pre-finals or finals weeks.

Committees that require student attendance and participation are asked not to hold meetings during pre-finals and finals weeks in order to allow students to focus on their academic studies.

No co-curricular event or activity that requires students to plan, develop or attend may be held during pre-finals or finals weeks. This includes informal (e.g. team dinners, banquets, etc.) and formal (e.g. meetings) group gatherings.

Students may be invited to participate in events facilitated by professional staff designed to support the review and preparation for finals (e.g. de-stress related activities, study groups, etc.).

Events that do not support the review and preparation for finals should not be held during pre-finals and finals weeks.

Students may continue to perform responsibilities associated with their on-campus student assistant positions during pre-finals and finals weeks.

(SA.18.001)

Student Conduct & Health

Academic Dishonesty

1. 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.
5. Students may appeal any actions taken on charges of academic dishonesty to the "Academic Appeals Board."
6. 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. (SP02-01)

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 twentyone (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 University-sponsored 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 on- and 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)

Animal Control

The complete policy text can be found on the CI website at <http://policy.csuci.edu/FA/30/FA.30.002.htm>.
(FA.30.002)

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 CI including temporary employees and others who perform work for the benefit of CI.

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 CI's substance abuse prevention program is education and counseling. As part of this program, CI 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. CI'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 CI 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. CI's substance abuse policy;
2. 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 CI 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 CI 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:

1. 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.
3. Copying information from another student during an examination.
4. 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.
5. 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.
6. Providing or obtaining unauthorized copies of any portion of an examination or other course work.
7. 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.
10. 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.
12. 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.
16. 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.

(SP04-38)

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.
- b. 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.
 - i. 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 charged.
 - 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.
 - i. 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.
5. **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 re-admission 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

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.
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.
 - 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:
 - 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 faith.
 - 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, petition 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 & 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 CI.

Third Parties — Non-university persons or entities.

University — Hereafter in this document a reference to CI.

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 CI, or an agent of the University, which is directly related to a student except:

1. 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.
2. 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.
3. 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.
2. 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:

1. Financial statements of the student's parents;
2. 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
3. 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
4. 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:

1. Performing a task or service specified in the official's position description or contract;
2. Performing an instructional task directly related to the student's education;
3. Performing a task related to the discipline of a student;

4. Performing as a faculty advisor, program director or dean; (this pertains exclusively to access to the student's academic records);
5. 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:

1. To officials of another school where the student seeks or intends to enroll;
2. To certain authorized government representatives;
3. In connection with the student's financial aid request or award and the information is necessary for certain purposes set forth in the regulations;
4. To organizations conducting studies for or on behalf of the University;
5. To accrediting organizations to carry out their accrediting function;
6. 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;
7. To appropriate parties in a health or safety emergency;
8. 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.
9. 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:

1. Student's name
2. University assigned e-mail address
3. Major field of study
4. Dates of attendance
5. Full-time or part-time status
6. Degrees, awards, and honors received
7. Dates degrees conferred
8. Participation in officially recognized activities and sports
9. Weight and height of members of athletic teams

For Student Employees:

10. Department where employed
11. 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.

1. The student must request an informal discussion of the questionable item with the custodian of record, who will determine whether to comply.
2. 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.
3. 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.
4. 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.
5. 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.

6. 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.
7. 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.
8. 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.
9. 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**H. 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.

1. 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.
2. 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



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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 AVP for Arts & Sciences, the AVP for the MVS School of Business & Economics, the AVP for the School of Education, the AVP of the University Library, the AVP of Extended University, Faculty Affairs, Research & Sponsored Programs, Institutional Assessment, Academic Resources, Academic Programs and Planning, & Institutional Research.

Program Areas and Schools

Arts & Sciences

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

Business & Economics

Sage Hall, Room 2029 – (805) 437-8545

School of Education

Liberal Studies (BA)

Early Childhood Studies (BA)

Teaching Credentials

- Multiple Subject
- Single Subject
- Special Education

Administrative Credentials

- Administrative Services Preliminary

Masters in Education (MA)

- Educational Leadership
- Special Education
- Curriculum and Instruction

Bell Tower East, Room 2816 – (805) 437-8594

Academic Programs & Planning

Sage Hall, Room 2057 – (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.

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 postaward grant administration.

Advising Center

Bell Tower, Room 1595 – (805) 437-8571

<http://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.

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.

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>.

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 and

administrative 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 and Santa Barbara Counties. 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 degree-credit 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. Eighteen to twenty courses are offered during each of the eight-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, 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, for the fall session and in October for the winter and spring sessions. To enroll, call (805) 437-2748, or see the current course descriptions at <http://ext.csuci.edu/public-programs/osher/index.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 24 units taken through Open University toward a baccalaureate degree. Grades received through this program will be factored into your grade point average at CI. Units earned through Open University may not be applied toward the 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)

1. 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) or by visiting: <http://ext.csuci.edu/community-ed/open-university/index.htm>.
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

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.

Institutional Research

Sage Hall, Room 2053 – (805) 437-8979

<http://www.csuci.edu/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.

John Spoor Broome Library

(805) 437-8561

<http://www.library.csuci.edu/>

The John Spoor Broome Library supports the CI mission by building collections, offering research and reference services, and teaching information skills through active collaboration with students, faculty, and staff. Pritzker award winning architect, Lord Norman Foster, designed the Broome Library's physical space by combining an existing, Mission Revival style building with a new, open, glass skin structure that serves as metaphor by combining the newest in technologies and space with traditional library collections and services for our student-centered digital teaching library.

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 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 featuring snacks and beverages 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.

The Library also houses the University Archives which features the Robert J. Lagomarsino Collection, the University Archives, Jack O'Connell papers, Camarillo State Hospital archives, Elmer "Gene" Lore, Sr. Collection, Irene and Jorge Garcia Chicano Studies Collection, Jean M. Harris Papers, and Bottle Village materials.

Research & Sponsored Programs

(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 execution of the final contracts with the funding agencies including corporations, local, state and federal agencies.

Centers and Institutes

Center for Community Engagement

(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 center serves as a resource and support for faculty, community partners and students engaged in civic engagement and service learning. The center 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 for International Affairs 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) in collaboration with Professor Muhammad Yunus was established as part of the CSU Channel Islands' commitment to prepare students for the world they will inherit upon graduation. The CISB addresses the need for students to participate in local and 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 ills through the application, study and development of Professor Yunus' notions of Social Business.

Under the auspices of the CISB, CI launched a Minor and Certificate program in Social Business in Fall 2011.

The CISB aims to work with partners in the local, national, and global community and is working to build those partnerships. Visit the website at <http://socialbusiness.csuci.edu>.

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 & 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.

National Park Service

- Mediterranean Coast Network
- Southern California Research Learning Center
<http://www.MEDNscience.org>

CI is home to two National Park Service centers. National Parks provide unique opportunities for scientific research in areas which are preserved and protected, and can be studied as reference points for comparisons with similar, altered environments. Our purpose on campus is to collaborate with CI faculty and students to initiate collaborative research and monitoring studies, educational programs, and service learning activities in National Parks.

The Mediterranean Coast Network is part of the National Park Service's Inventory & Monitoring (I&M) Program. MEDN monitoring programs include vegetation, island foxes, reptiles and amphibians, deer mice, landbirds, seabirds, water quality, kelp forests, and rocky intertidal communities. The I&M Program collects, organizes, and makes available natural resource data and facilitates the transformation of data into information through analysis, synthesis, modeling, and presentation. The I&M Program seeks partnerships to attain common goals and objectives related to the inventory and monitoring of park resources as well as science communication. For additional information on the MEDN I&M Program, please contact Stacey Ostermann-Kelm at (805) 437-3577, stacey.ostermann-kelm@csuci.edu, or stacey_ostermann@nps.gov.

The Southern California Research Learning Center is a National Park Service center established to assist scientists and students in conducting research in national parks. The research results compiled by faculty and students then assist park managers in making science-based decisions. Research Learning Centers facilitate scientific information sharing, and provide opportunities for faculty and students to learn about national parks. They are places where science and education come together to preserve and protect areas of national significance. For additional information on the Southern California Research Learning Center, please see www.mednscience.org or contact Susan Teel at (805) 437-3576, susan.teel@csuci.edu or susan_teel@nps.gov.

Section 9



General Education Requirements

General Education

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General Education Requirements

Objectives

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 a society. Students who complete the General Education program examine the modern world and issues facing societies from multiple perspectives and translate knowledge into judgment and action in the form of civic engagement.

They will be able to:

Goal 1. Evaluate issues and integrate ideas from multiple perspectives, including cultural, national and international, and disciplinary perspectives, and identify actions consistent with their own responsibility.

Goal 2. Identify clear, logical, and creative arguments.

Goal 3. Find and critically examine information.

Goal 4. Communicate effectively using a variety of formats.

Goal 5. Understand the physical universe and its life forms, scientific methodology, and mathematical concepts, and use quantitative reasoning.

Goal 6. Cultivate intellect, imagination, sensibility and sensitivity through the study of philosophy, literature, languages, and the arts.

Goal 7. Understand social, cultural, political, and economic institutions and their historical backgrounds, as well as human behavior and the principles of social interaction.

[SP 06-06 revised]

Requirements

As a graduation requirement, all CSU Channel Islands (CI) students must complete **48** units of General Education distributed across categories A-E. **Nine** of the **48** 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 **9** units of upper division, interdisciplinary general education coursework to meet the **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	12 units
Category C:	Art, Literature, Languages and Cultures	12 units
Category D:	Social Perspectives	12 units
Category E:	Human Psychological and Physiological Perspectives	3 units

Upper Division Interdisciplinary General Education Courses

Nine of the **48** 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 **9** 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 **6** of the **9** 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
COMM	210	Interpersonal Communication	3
COMM	220	Group Communication	3
COMM	336	Multicultural Literature and Communication (ENGL)	3
COMM	345	Media Literacy and Youth Culture (EDUC)	3
COMM	346	School Communication (EDUC)	3
COMM	442	Organizational Communication	3
EDUC	345	Media Literacy and Youth Culture (COMM)	3
EDUC	346	School Communication (COMM)	3
ENGL	106	Composition and Rhetoric II	3
ENGL	107	Advanced Composition and Rhetoric	3
ENGL	336	Multicultural Literature and Communication (COMM)	3
PA	101	Introduction to the Performing Arts	3
PA	202	Integrating Dance, Music and Theatre	3

A-2 English Writing

COMM	230	Introduction to Journalism	3
ENGL	103	Stretch Composition II	3
ENGL	105	Composition and Rhetoric I	3
ENGL	106	Composition and Rhetoric II	3
ENGL	330	Interdisciplinary Writing	3

A-3 Critical Thinking

ANTH	198	Introduction to Interdisciplinary Research	3
COMM	211	Discerning Information in an Interconnected World (LIB)	3
ENGL	107	Advanced Composition and Rhetoric	3
FJS	210	Ethics for a Free World (PHIL)	3
LIB	211	Discerning Information in an Interconnected World (COMM)	3
MATH	230	Logic and Mathematical Reasoning	3
MATH	430	Research Design and Data Analysis	3
MATH	438	Philosophy of Mathematics	3
PHIL	210	Ethics for a Free World (FJS)	3
UNIV	110	Critical Thinking and the University Mission	3
UNIV	150	First Year Seminar	4
UNIV	250	Second Year Seminar	3
UNIV	298	Research Investigations	4
UNIV	349	Transfer Year Seminar	3
UNIV	398	Advanced Research Investigations	3

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 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

ART	208	The Physics of Art and Visual Perception (PHYS)	3
ASTR	105	Introduction to the Solar System (PHYS)	4
BIOL	434	Introduction to Biomedical Imaging (HLTH/PHYS)	4
BUS	341	Drug Discovery and Development (CHEM/ECON)	3
CHEM	101	Chemistry and the Environment	3
CHEM	105	Introduction to Chemistry	3
CHEM	110*	Chemistry of Life	4
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	3
CHEM	341	Drug Discovery and Development (BUS/ECON)	3
CHEM	343*	Forensic Science	3
CHEM	344	Energy and Society (PHYS)	3
COMP	345	Digital Image Processing (MATH/PHYS)	3
COMP	445	Image Analysis and Pattern Recognition (MATH/PHYS)	3
ECON	341	Drug Discovery and Development (BUS/CHEM)	3
ENGL	338	Science and Conscience (PHYS)	3
GEOL	121*	Physical Geology	4
GEOL	122	Historical Geology	3
GEOL	321*	Environmental Geology	4
HIST	330	The History of Science: NonWestern Origins and the Western Revolution (CHEM)	3
HLTH	434	Introduction to Biomedical Imaging (BIOL/PHYS)	4
MATH	345	Digital Image Processing (COMP/PHYS)	3
MATH	445	Image Analysis and Pattern Recognition (COMP/PHYS)	3
PA	436	Physics of the Performing Arts (PHYS)	3
PAMU	335	The Physics of Music (PHYS)	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	3
PHYS	105	Introduction to the Solar System (ASTR)	4
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	208	The Physics of Art and Visual Perception (ART)	3
PHYS	335	The Physics of Music (PAMU)	3
PHYS	338	Science and Conscience (ENGL)	3
PHYS	344	Energy and Society (CHEM)	3
PHYS	345	Digital Image Processing (COMP/MATH)	3
PHYS	434	Introduction to Biomedical Imaging (BIOL/HLTH)	4
PHYS	436	Physics of the Performing Arts (PA)	3
PHYS	445	Image Analysis and Pattern Recognition (COMP/MATH)	3
PHYS	448	Team Based Research	3

* Includes Lab

B-2 Life Sciences-Biology

ANTH	104	Introduction to Bioanthropology	3
ANTH	345	Human Evolution and Diversity	3
BIOL	100*	Exploring the Living World	4
BIOL	170*	Foundations of Life Science	4
BIOL	200*	Principles of Organismal and Population Biology	4
BIOL	201*	Principles of Cell and Molecular Biology	4
BIOL	212	Neurobiology and Cognitive Science (PSY)	3
BIOL	213	Sex, Germs and Diseases	3

BIOL	215*	Animal Diversity	4
BIOL	217*	Medical Microbiology	4
BIOL	331	Biotechnology in the Twenty-First Century	3
BIOL	332	Cancer and Society	3
BIOL	333	Emerging Public Health Issues	3
BIOL	334*	Natural History of Ventura County	3
BIOL	335	The Biosphere	3
BIOL	431	Bioinformatics	4
BIOL	432	Principles of Epidemiology and Environmental Health	3
BIOL	433*	Ecology and the Environment	4
ESRM	100	Introduction to Environmental Science and Resource Management	3
PSY	212	Neurobiology and Cognitive Science (BIOL)	3

* Includes Lab

B-3 Mathematics - Mathematics and Applications

BIOL	203	Quantitative Methods for Biology	3
MATH	105	Pre-Calculus	4
MATH	108	Mathematical Thinking	3
MATH	137	Strategies and Game Design	3
MATH	140	Calculus for Business Applications	3
MATH	150	Calculus I	4
MATH	201	Elementary Statistics	3
MATH	202	Biostatistics (PSY)	3
MATH	208	Modern Mathematics for Elementary Teaching I - Numbers and Problem Solving	3
MATH	230	Logic and Mathematical Reasoning	3
MATH	329	Applied Statistics for Business and Economics	3
MATH	330	Mathematics and Fine Arts	3
MATH	331	History of Mathematics	3
MATH	430	Research Design and Data Analysis	3
MATH	437	Math for Games, Simulations, and Robotics	3
MATH	438	Philosophy of Mathematics	3
MATH	448	Scientific Computing	3
POLS	303	Statistical Applications in the Social Sciences (PSY/SOC)	4
PSY	202	Biostatistics (MATH)	3
PSY	303	Statistical Applications in the Social Sciences (POLS/SOC)	4
SOC	303	Statistical Applications in the Social Sciences (POLS/PSY)	4

B-4 Computers and Information Technology

BIOL	203	Quantitative Methods for Biology	3
BIOL	431	Bioinformatics	4
CHEM	305	Computer Applications in Chemistry	1
COMM	342	Internet-based Social Networks (COMP/SOC)	3
COMP	101	Computer Literacy	3
COMP	102	Web Development	3
COMP	105	Computer Programming Introduction	3
COMP	110	Computer Literacy for Educators (LS)	3
COMP	150	ObjectOriented Programming	4
COMP	337	Survey of Computer Gaming	3
COMP	342	Internet-based Social Networks (COMM/SOC)	3
COMP	345	Digital Image Processing (MATH/PHYS)	3
COMP	437	Foundations of Computer Game Development	3
COMP	445	Image Analysis and Pattern Recognition (MATH/PHYS)	3
COMP	447	Societal Issues in Computing	3
COMP	449	Human-Computer Interaction (PSY)	3
ESRM	328	Introduction to Geographic Information Systems	3
LS	110	Computer Literacy for Educators (COMP)	3
MATH	345	Digital Image Processing (COMP/PHYS)	3
MATH	445	Image Analysis and Pattern Recognition (COMP/PHYS)	3
MATH	448	Scientific Computing	3

PHYS	345	Digital Image Processing (COMP/MATH)	3
PHYS	445	Image Analysis and Pattern Recognition (COMP/MATH)	3
PSY	449	Human-Computer Interaction (COMP)	3
SOC	342	Internet-based Social Networks (COMM/COMP)	3

Category C: Art, Literature, Languages, and Cultures - 12 units

The courses in this category enable students to develop a basic appreciation of the human imagination and understand the value of personal creativity in a complex, global society. Exposure to a diverse range of work in art, literature, languages, and cultures cultivates the student's ability to express intellectual and emotional responses and make subjective and objective evaluations. Awareness of diverse cultural contributions, in both historical and contemporary work, stresses the interrelationship between individual aesthetics and collective human sensibility. Numerous teaching methodologies involve active participation in the creative experience, leading to personal inquiries into the cultural diversity prevalent in the visual, literary, audible, kinetic, and oral traditions of human expression.

Students must take one course in each subcategory.

C-1 Art

ART	100	Understanding Fine Arts Processes	3
ART	101	What is Art ?	3
ART	102	Multicultural Children's Art	3
ART	110	Prehistoric Art to the Middle Ages	3
ART	111	Renaissance to Modern Art	3
ART	112	Art of the Eastern World	3
ART	208	The Physics of Art and Visual Perception (PHYS)	3
ART	220	The Art and Design of Rock and Roll	3
ART	231	The Beatles: Music, Fashion, and Culture (PAMU)	3
ART	330	Critical Thinking in a Visual World	3
ART	331	Art, Society, and Mass Media (COMM)	3
ART	332	Multicultural Art Movements	3
ART	334	The Business of Art (BUS)	3
ART	336	Art and Music: Dissonance, Diversity and Continuity (PAMU)	3
ART	337	Art on Film and Film as Art	3
ART	338	Psychology of Art and Artists (PSY)	3
ART	351	The Baroque Eye: Art, Culture, Money, and Power	3
ART	352	Visual Canons of the Ancient World	3
ART	353	Medieval World: Spirituality and Representation	3
ART	431	European Renaissance Literature and Art	3
ART	432	Arts of the Harlem Renaissance (ENGL/PAMU)	3
ART	433	Women in the Arts	3
ART	434	The Museum: Culture, Business and Education (BUS/EDUC)	3
ART	435	Postmodern Visual Culture	3
ART	436	Modern Art	3
ART	451	Diversity in the Visual Arts	3
BUS	334	The Business of Art (ART)	3
BUS	335	Business and the Performing Arts (PA)	3
BUS	434	The Museum: Culture, Business and Education (ART EDUC)	3
COMM	331	Art, Society, and Mass Media (ART)	3
EDUC	343	Teaching Drama to Children (PATH)	3
EDUC	434	The Museum: Culture, Business and Education (ART/BUS)	3
ENGL	432	Arts of the Harlem Renaissance (ART PAMU)	3
HIST	332	Dance in History (PADA)	3
HIST	337	Music in History (PAMU)	3
HIST	338	Theatre in History (PATH)	3
PA	101	Introduction to the Performing Arts	3

PA	202	Integrating Dance, Music and Theatre . . .	3	ENGL	432	Arts of the Harlem Renaissance (ART/PAMU)	3
PA	335	Business and the Performing Arts (BUS)	3	ENGL	433	Gay/Lesbian/Bisexual/Transgender Studies (GEND)	3
PA	350	Audience and Performance Studies . . .	3	ENGL	444	Original Practice in Renaissance.	3
PA	360	Musical Theatre	3	GEND	433	Gay/Lesbian/Bisexual/Transgender Studies (ENGL)	3
PADA	254	Modern Dance I	2	HIST	331	Narratives of the Working Class (ECON/ENGL/POLS/SOC)	3
PADA	332	Dance in History (HIST).	3	HIST	334	Narratives of Southern California (ENGL).	3
PAMU	100	Music Appreciation	3	HIST	335	American Ethnic Images in Novels, Film, and Art (ART/ENGL)	3
PAMU	200	History of Rock	3	PAMU	432	Arts of the Harlem Renaissance (ART/ENGL)	3
PAMU	231	The Beatles: Music, Fashion, and Culture (ART)	3	PATH	332	Teaching Dramatic Literature (ENGL)	3
PAMU	307	University Chorus	1	PATH	333	Multicultural Drama and Theatre (ENGL)	3
PAMU	308	University Orchestra	1	PATH	334	Spanish Language Drama and Theatre (SPAN)	3
PAMU	330	Jazz in America	3	PATH	341	Modern American Drama. and Theatre (ENGL)	3
PAMU	332	World Music	3	PATH	342	Modern British and European Drama and Theatre (ENGL)	3
PAMU	333	The Varieties of Musical Experience . . .	3	PATH	344	World Drama and Theatre (ENGL).	3
PAMU	335	The Physics of Music (PHYS)	3	PATH	444	Original Practice in Renaissance. Drama (ENGL)	3
PAMU	336	Art and Music: Dissonance, Diversity and Continuity (ART)	3	PHYS	338	Science and Conscience (ENGL)	3
PAMU	337	Music in History (HIST)	3	POLS	331	Narratives of the Working Class (SOC/ECON/ENGL/HIST)	3
PAMU	432	Arts of the Harlem Renaissance (ART/ENGL)	3	PSY	339	Psychology and Literature (ENGL)	3
PATH	280	Acting I	3	SOC	331	Narratives of the Working Class (ECON/ENGL/HIST/POLS)	3
PATH	338	Theatre in History (HIST)	3	SPAN	334	Spanish Language Drama and Theatre (PATH)	3
PATH	343	Teaching Drama to Children (EDUC) . . .	3				
PHYS	208	The Physics of Art and Visual Perception (ART)	3				
PHYS	335	The Physics of Music (PAMU)	3				
PSY	338	Psychology of Art and Artists (ART) . . .	3				
C-2 Literature Courses							
ART	335	American Ethnic Images in Novels, Film, and Art (ENGL/HIST)	3	C-3a Language			
ART	431	European Renaissance Literature and Art . .	3	ARAB	101	Elementary Arabic I	4
ART	432	Arts of the Harlem Renaissance (ENGL/PAMU)	3	ARAB	102	Elementary Arabic II	4
BUS	340	Business and Economics in Literature (ECON/ENGL)	3	ASL	101	American Sign Language I	3
COMM	336	Multicultural Literature and Communication (ENGL)	3	ASL	102	American Sign Language II	3
ECON	331	Narratives of the Working Class (ENGL/HIST/POLS/SOC)	3	CHIN	101	Elementary Chinese I	4
ECON	340	Business and Economics in Literature (BUS/ENGL)	3	CHIN	102	Elementary Chinese II	4
ENGL	110	Themes in Multicultural Literature for Non-Majors	3	SPAN	101	Elementary Spanish I	4
ENGL	120	American Literature I	3	SPAN	102	Elementary Spanish II	4
ENGL	150	British and European Literature I	3	SPAN	201	Intermediate Spanish I	4
ENGL	210	Themes in World Literature	3	SPAN	202	Intermediate Spanish II	4
ENGL	220	American Literature II	3	SPAN	211	Spanish for Heritage Speakers I	4
ENGL	250	British and European Literature II	3	SPAN	212	Spanish for Heritage Speakers II	4
ENGL	331	Narratives of the Working Class (ECON/HIST/POLS/SOC)	3	SPAN	301	Advanced Spanish: Part One	3
ENGL	332	Teaching Dramatic Literature (PATH) . . .	3	SPAN	302	Advanced Spanish: Part Two	3
ENGL	333	Multicultural Drama and Theatre (PATH) .	3	C-3b Multicultural			
ENGL	334	Narratives of Southern California (HIST) .	3	ANTH	102	Cultural Anthropology	3
ENGL	335	American Ethnic Images in Novels, Film, and Art (ART/HIST)	3	ANTH	323	Native Americans of California to the 1850's	3
ENGL	336	Multicultural Literature and Communication (COMM)	3	ART	101	What is Art?	3
ENGL	337	Literature of the Environment	3	ART	102	Multicultural Children's Art	3
ENGL	338	Science and Conscience (PHYS)	3	ART	112	Art of the Eastern World	3
ENGL	339	Psychology and Literature (PSY)	3	ART	332	Multicultural Art Movements	3
ENGL	340	Business and Economics in Literature (BUS/ECON)	3	ART	333	History of Southern California Chicana/o Art (CHS/HIST).	3
ENGL	341	Modern American Drama and Theatre (PATH).	3	ART	335	American Ethnic Images in Novels, Film, and Art (ENGL/HIST)	3
ENGL	342	Modern British and European Drama and Theatre (PATH)	3	ART	435	Postmodern Visual Culture	3
ENGL	344	World Drama and Theatre (PATH)	3	ART	451	Diversity in the Visual Arts	3
ENGL	349	Perspectives on Multicultural Literature .	3	CHS	100	Chicana/os in Contemporary Society . . .	3
ENGL	354	Studies in Cultural Literatures	3	CHS	200	Diversity in Latina/o Communities	3
				CHS	331	Transborder Perspectives in Chicana/o Studies	3
				CHS	333	History of Southern California Chicana/o Art (HIST/ART)	3
				CHS	343	Health Issues in the Latina/o Community (COMM/NRS)	3

CHS	445	Chicano Child and Adolescent (EDUC/HIST)	4	ANTH	106	Culture and Communication: Introduction to Linguistic Anthropology	3
COMM	321	Multicultural Conversations	3	ANTH	310	Civilization of an Ancient Landscape: World Archaeology	3
COMM	343	Health Issues in the Latina/o Community (CHS/NRS)	3	ANTH	323	Native Americans of California to the 1850s	3
EDUC	445	Chicano Child and Adolescent (CHS/HIST)	4	ANTH	327	Oral History and the Community	3
EDUC	512	Equity, Diversity and Foundations of Schooling	3	ANTH	332	Human Ecology (ESRM)	3
ENGL	110	Themes in Multicultural Literature for Non-Majors	3	ANTH	442	The African Diaspora (HIST)	3
ENGL	333	Multicultural Drama and Theatre (PATH)	3	ANTH	443	Medical Anthropology: Cross-Cultural Perspectives on Health and Healing	3
ENGL	335	American Ethnic Images in Novels, Film, and Art (ART/HIST)	3	ANTH	444	Values and Valuables (ECON)	3
ENGL	349	Perspectives on Multicultural Literature	3	ANTH	445	The Seacoast Through Time	3
ENGL	354	Studies in Cultural Literatures	3	ART	331	Art, Society, and Mass Media (COMM)	3
ENGL	430	Tradition and Transformation: Literature, History, and Cultural Change (HIST)	3	ART	333	History of Southern California Chicana/o Art (CHS/HIST)	3
FJS	340	Exploring Freedom and Justice	3	ART	334	The Business of Art (BUS)	3
GLST	435	Global Cities	3	ART	336	Art and Music: Dissonance, Diversity and Continuity (PAMU)	3
HIST	333	History of Southern California Chicana/o Art (ART/CHS)	3	ART	337	Art on Film and Film as Art	3
HIST	335	American Ethnic Images in Novels, Film, and Art (ART/ENGL)	3	ART	433	Women in the Arts	3
HIST	337	Music in History (PAMU)	3	ART	434	The Museum: Culture, Business and Education (BUS/EDUC)	3
HIST	338	Theatre in History (PATH)	3	BIOL	326	Scientific and Professional Ethics (MGT)	3
HIST	351	History of African Americans	3	BIOL	331	Biotechnology in the Twenty-First Century	3
HIST	430	Tradition and Transformation: Literature, History, and Cultural Change (ENGL)	3	BIOL	332	Cancer and Society	3
HIST	445	Chicano Child and Adolescent (CHS/EDUC)	4	BIOL	342	The Zoo: Conservation, Education and Recreation (BUS/ECON/EDUC)	3
NRS	342	Complementary and Alternative Health (PSY)	3	BIOL	345	Science and Public Policy (POL)	3
NRS	343	Health Issues in the Latina/o Community (CHS/COMM)	3	BIOL	432	Principles of Epidemiology and Environmental Health	3
PAMU	330	Jazz in America	3	BUS	203	Introduction to Social Business (ECON/SOC)	3
PAMU	332	World Music	3	BUS	330	Behavioral Finance: The Psychology of Decision-Making (PSY)	3
PAMU	337	Music in History (HIST)	3	BUS	334	The Business of Art (ART)	3
PATH	333	Multicultural Drama and Theatre (ENGL)	3	BUS	336	Social Entrepreneurship (SOC)	3
PATH	334	Spanish Language Drama and Theatre (SPAN)	3	BUS	339	Business in China: Heritage and Culture (HIST)	3
PATH	338	Theatre in History (HIST)	3	BUS	340	Business and Economics in Literature (ECON/ENGL)	3
POLS	306	The Politics of Race and Ethnicity	3	BUS	341	Drug Discovery and Development (CHEM/ECON)	3
POLS	330	Political Sociology (SOC)	3	BUS	342	The Zoo: Conservation, Education and Recreation (BIOL/ECON/EDUC)	3
PSY	342	Complementary and Alternative Health (NRS)	3	BUS	344	The Library: Collections, Services and Instruction (ECON/EDUC/LIB)	3
PSY	344	Psychology and Traditional Asian Thought	3	BUS	347	The University (ECON/EDUC)	3
SOC	330	Political Sociology (POL)	3	BUS	349	History of Business and Economics in North America (ECON/HIST)	3
SPAN	201	Intermediate Spanish I	4	BUS	434	The Museum: Culture, Business and Education (ART/EDUC)	3
SPAN	202	Intermediate Spanish II	4	BUS	435	The Music Museum (ECON/EDUC/PAMU)	3
SPAN	211	Spanish for Heritage Speakers I	4	BUS	448	Globalization and Development (ECON/SOC)	3
SPAN	212	Spanish for Heritage Speakers II	4	CHEM	341	Drug Discovery and Development (BUS/ECON)	3
SPAN	334	Spanish Language Drama and Theatre (PATH)	3	CHS	100	Chicana/os in Contemporary Society	3
UNIV	150	First Year Seminar	4	CHS	200	Diversity in Latina/o Communities	3
UNIV	392	International Experience	1-3	CHS	292	Chicana/o Studies Service Learning and Civic Engagement	3
Category D: Social Perspectives - 12 units				CHS	331	Transborder Perspectives in Chicana/o Studies	3
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.				CHS	333	History of Southern California Chicana/o Art (ART/HIST)	3
Students must select a minimum of three courses <u>12</u> units, each course in a different social science discipline.				CHS	402	Southern California Chicana/o History and Culture (HIST)	3
ANTH	102	Cultural Anthropology	3	CHS	445	Chicano Child and Adolescent (EDUC/HIST)	4
ANTH	105	Introduction to Archaeology	3				

COMM	211	Discerning Information in an Interconnected World (LIB)	3	ESRM	443	Environmental Communication (COMM)	3
COMM	331	Art, Society, and Mass Media (ART)	3	FIN	343	Capital Theory (ECON)	3
COMM	340	Conflict Management and Mediation	3	FJS	210	Ethics for a Free World (PHIL)	3
COMM	342	Internet-based Social Networks (COMP/SOC)	3	FJS	340	Exploring Freedom and Justice	3
COMM	345	Media Literacy and Youth Culture (EDUC)	3	GEND	433	Gay/Lesbian/Bisexual/Transgender Studies (ENGL)	3
COMM	441	Health Communication (NRS)	3	GEOG	105	Environmental Issues in Geography (ESRM)	3
COMM	443	Environmental Communication (ESRM)	3	GEOG	201	Culture and Historical Geography of the World	3
COMP	342	Internet-based Social Networks (COMM/SOC)	3	GLST	200	Introduction to Global Studies	3
COMP	447	Societal Issues in Computing	3	GLST	435	Global Cities	3
ECON	110	Principles of Microeconomics	3	HIST	211	World Civilizations: Origins to 1500	3
ECON	111	Principles of Macroeconomics	3	HIST	212	World Civilizations: Since 1500	3
ECON	203	Introduction to Social Business (BUS/SOC)	3	HIST	280	The Historian's Craft	3
ECON	331	Narratives of the Working Class (ENGL/HIST/POLS/SOC)	3	HIST	331	Narratives of the Working Class (ECON/ENGL/POLS/SOC)	3
ECON	333	Nonprofit Organizations (POLS)	3	HIST	333	History of Southern California	3
ECON	340	Business and Economics in Literature (BUS/ENGL)	3	HIST	334	Chicana/o Art (ART/CHS)	3
ECON	341	Drug Discovery and Development (BUS/CHEM)	3	HIST	339	Narratives of Southern California (ENGL)	3
ECON	342	The Zoo: Conservation, Education and Recreation (BIOL/BUS/EDUC)	3	HIST	340	Business in China: Heritage and Culture (BUS)	3
ECON	343	Capital Theory (FIN)	3	HIST	340	History and Psychology of Nazi Germany (PSY)	3
ECON	344	The Library: Collections, Services and Instruction (BUS/EDUC/LIB)	3	HIST	342	Environmental History (ESRM)	3
ECON	347	The University (BUS/EDUC)	3	HIST	349	History of Business and Economics in North America (BUS/ECON)	3
ECON	349	History of Business and Economics in North America (BUS/HIST)	3	HIST	360	History of Colonial Latin America	3
ECON	435	The Music Museum (BUS/EDUC/PAMU)	3	HIST	361	History of Modern Latin America	3
ECON	444	Values and Valuables (ANTH)	3	HIST	365	Themes in World History	3
ECON	448	Globalization and Development (BUS/SOC)	3	HIST	402	Southern California Chicana/o History and Culture (CHS)	3
ECS	101	Introduction to Early Childhood Education	3	HIST	412	Law and Society	3
EDUC	101	Introduction to Elementary Schooling	3	HIST	413	World Religions and Classical Philosophies	3
EDUC	320	Education in Modern Society	3	HIST	430	Tradition and Transformation: Literature, History, and Cultural Change (ENGL)	3
EDUC	330	Introduction to Secondary Schooling	3	HIST	436	Psychology and History of East Asian Warrior Cultures (PSY)	3
EDUC	342	The Zoo: Conservation, Education and Recreation (BIOL/BUS/ECON)	3	HIST	442	The African Diaspora (ANTH)	3
EDUC	344	The Library: Collections, Services and Instruction (BUS/ECON/LIB)	3	HIST	445	Chicano Child and Adolescent (CHS/EDUC)	4
EDUC	345	Media Literacy and Youth Culture (COMM)	3	HIST	451	History of Africa Since 1800	3
EDUC	347	The University (BUS/ECON)	3	HIST	452	History of Southern Africa Since 1600	3
EDUC	431	Education Policy and Politics (POLS)	3	LIB	211	Discerning Information in an Interconnected World (COMM)	3
EDUC	434	The Museum: Culture, Business and Education (ART/BUS)	3	LIB	344	The Library: Collections, Services and Instruction (BUS/ECON/EDUC)	3
EDUC	435	The Music Museum (BUS/ECON/PAMU)	3	MATH	331	History of Mathematics	3
EDUC	445	Chicano Child and Adolescent (CHS/HIST)	4	MGT	326	Scientific and Professional Ethics (BIOL)	3
ENGL	331	Narratives of the Working Class (ECON/HIST/POLS/SOC)	3	NRS	348	Healthy Aging (PSY/SOC)	3
ENGL	334	Narratives of Southern California (HIST)	3	NRS	441	Health Communication (COMM)	3
ENGL	337	Literature of the Environment	3	PAMU	336	Art and Music: Dissonance, Diversity and Continuity (ART)	3
ENGL	339	Psychology and Literature (PSY)	3	PAMU	435	The Music Museum (BUS/ECON/EDUC)	3
ENGL	340	Business and Economics in Literature (BUS/ECON)	3	PHIL	210	Ethics for a Free World (FJS)	3
ENGL	430	Tradition and Transformation: Literature, History, and Cultural Change (HIST)	3	POLS	102	Comparative Government	3
ENGL	433	Gay/Lesbian/Bisexual/Transgender Studies (GEND)	3	POLS	103	Introduction to International Politics	3
ESRM	100	Introduction to Environmental Science and Resource Management	3	POLS	328	United States Foreign Policy	3
ESRM	105	Environmental Issues in Geography (GEOG)	3	POLS	330	Political Sociology (SOC)	3
ESRM	332	Human Ecology (ANTH)	3	POLS	331	Narratives of the Working Class (ECON/ENGL/HIST/SOC)	3
ESRM	340	Politics and the Environment (POLS)	3	POLS	333	Nonprofit Organizations (ECON)	3
ESRM	341	The National Park (POLS)	3	POLS	334	Peace Studies	3
ESRM	342	Environmental History (HIST)	3	POLS	335	Politics and Film	3
ESRM	440	Population Studies (SOC)	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	430	Political Communication	3
				PSY	431	Education Policy and Politics (EDUC)	3
				PSY	100	Introduction to Psychology	3
				PSY	213	Developmental Psychology	3

PSY	330	Behavioral Finance: The Psychology of Decision-Making (BUS)	3
PSY	333	Measurement and Testing of Groups and Individuals	3
PSY	337	Psychological Ethics and Moral Philosophy	3
PSY	339	Psychology and Literature (ENGL)	3
PSY	340	History and Psychology of Nazi Germany (HIST)	3
PSY	345	Individuals with Disabilities in Society (SPED)	3
PSY	348	Healthy Aging (NRS/SOC)	3
PSY	432	Seminar in Leadership	3
PSY	436	Psychology and History of East Asian Warrior Cultures (HIST)	3
PSY	445	Adolescent Development	3
SOC	100	Introduction to Sociology	3
SOC	201	Social Problems	3
SOC	203	Introduction to Social Business (BUS/ECON)	3
SOC	330	Political Sociology (POLS)	3
SOC	331	Narratives of the Working Class (ECON/ENGL/HIST/POLS)	3
SOC	336	Social Entrepreneurship (BUS)	3
SOC	342	Internet-based Social Networks (COMM/COMP)	3
SOC	348	Healthy Aging (NRS/PSY)	3
SOC	440	Population Studies (ESRM)	3
SOC	448	Globalization and Development (BUS/ECON)	3
SPED	345	Individuals with Disabilities in Society (PSY)	3
UNIV	250	Second Year Seminar	3

Category E: Human Psychological and Physiological Perspectives - 3 units

The courses in this category enhance students' awareness and understanding of themselves as both psychological and physiological beings. These courses promote this awareness by focusing on issues such as human development, human sexuality, human behavior and psychology, health, nutrition, physical activity, and death and dying. The perspective is that humans, as psychological and physiological beings, must relate to others in a physical and social environment.

Students must complete at least one course to satisfy Category E. Courses that are primarily physical activity courses may satisfy no more than 1 unit of the 3 unit requirement.

ART	338	Psychology of Art and Artists (PSY)	3
BIOL	212	Neurobiology and Cognitive Science (PSY)	3
BIOL	213	Sex, Germs and Diseases	3
BIOL	333	Emerging Public Health Issues	3
BIOL	434	Introduction to Biomedical Imaging (HLTH/PHYS)	4
BUS	330	Behavioral Finance: The Psychology of Decision-Making (PSY)	3
COMP	449	Human-Computer Interaction (PSY)	3
HIST	340	History and Psychology of Nazi Germany (PSY)	3
HIST	436	Psychology and History of East Asian Warrior Cultures (PSY)	3
HLTH	322	Health Issues in Education	2
HLTH	434	Introduction to Biomedical Imaging (BIOL/PHYS)	4
NRS	342	Complementary and Alternative Health (PSY)	3
NRS	348	Healthy Aging (PSY/SOC)	3
PADA	151	Conditioning for Dancers	2
PADA	253	Jazz Dance I	2
PADA	254	Modern Dance I	2
PHED	102	Seminar in Traditional Martial Arts: Tai Ji	1
PHED	105	Zen of Surfing	1
PHED	208	Introduction to Kinesiology	3
PHED	302	Motor Learning, Fitness and Development in Children	2

PHYS	434	Introduction to Biomedical Imaging (BIOL/HLTH)	4
PSY	100	Introduction to Psychology	3
PSY	210	Learning, Cognition and Development	3
PSY	212	Neurobiology and Cognitive Science (BIOL)	3
PSY	213	Developmental Psychology	3
PSY	220	Human Sexual Behavior	3
PSY	330	Behavioral Finance: The Psychology of Decision-Making (BIOL)	3
PSY	338	Psychology of Art and Artists (ART)	3
PSY	340	History and Psychology of Nazi Germany (HIST)	3
PSY	342	Complementary and Alternative Health (NRS)	3
PSY	344	Psychology and Traditional Asian Thought	3
PSY	345	Individuals with Disabilities in Society (SPED)	3
PSY	346	Human Motivation	3
PSY	348	Healthy Aging (NRS/SOC)	3
PSY	432	Seminar in Leadership	3
PSY	436	Psychology and History of East Asian Warrior Cultures (HIST)	3
PSY	445	Adolescent Development	3
PSY	449	Human-Computer Interaction (COMP)	3
SOC	348	Healthy Aging (NRS/PSY)	3
SPED	345	Individuals with Disabilities in Society (PSY)	3
UNIV	250	Second Year Seminar	3
UNIV	349	Transfer Year Seminar	3

Upper Division Interdisciplinary General Education Courses

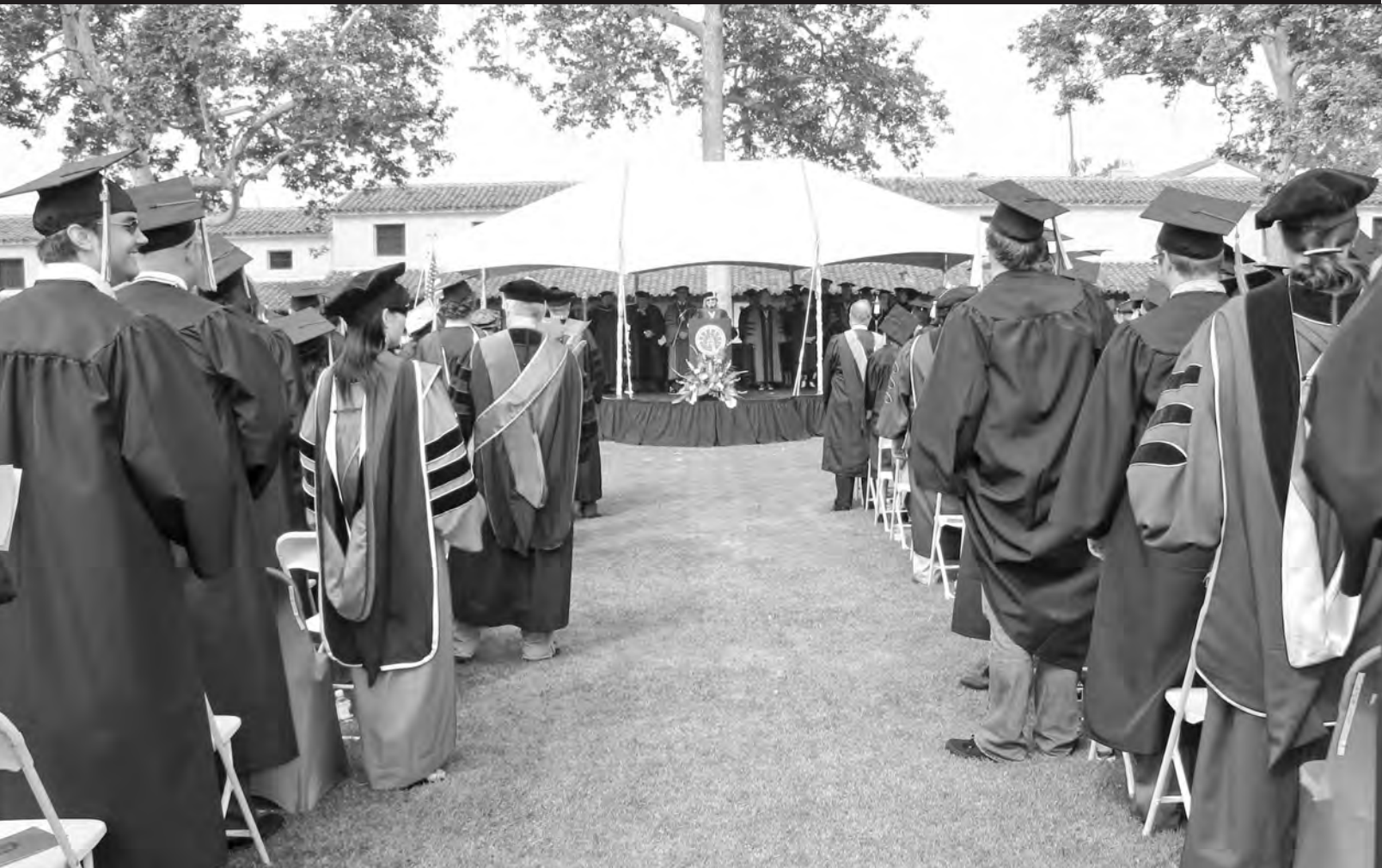
Courses in the following list meet the upper division general education requirement and may also be counted toward the designated General Education category. If a course is designated in more than one GE category the student must choose which GE category the course is fulfilling. These courses fall between the numbers of 330-349 and 430-449.

ANTH	332	Human Ecology (ESRM)	3
ANTH	345	Human Evolution and Diversity	3
ANTH	442	The African Diaspora (HIST)	3
ANTH	443	Medical Anthropology: Cross-Cultural Perspectives on Health and Healing	3
ANTH	444	Values and Valuables (ECON)	3
ANTH	445	The Seacoast Through Time	3
ART	330	Critical Thinking in a Visual World	3
ART	331	Art, Society, and Mass Media (COMM)	3
ART	332	Multicultural Art Movements	3
ART	333	History of Southern California Chicana/o Art (CHS/HIST)	3
ART	334	The Business of Art (BUS)	3
ART	335	American Ethnic Images in Novels, Film, and Art (ENGL/HIST)	3
ART	336	Art and Music: Dissonance, Diversity and Continuity (PAMU)	3
ART	337	Art on Film and Film as Art	3
ART	338	Psychology of Art and Artists (PSY)	3
ART	431	European Renaissance Literature and Art	3
ART	432	Arts of the Harlem Renaissance (ENGL/PAMU)	3
ART	433	Women in the Arts	3
ART	434	The Museum: Culture, Business and Education (BUS/EDUC)	3
ART	435	Postmodern Visual Culture	3
ART	436	Modern Art	3
BIOL	331	Biotechnology in the Twenty-First Century	3
BIOL	332	Cancer and Society	3
BIOL	333	Emerging Public Health Issues	3
BIOL	334	Natural History of Ventura County	3
BIOL	335	The Biosphere	3

BIOL	342	The Zoo: Conservation, Education and Recreation (BUS/ECON/EDUC)	3	COMP	447	Societal Issues in Computing	3
BIOL	345	Science and Public Policy (POLS)	3	COMP	449	Human-Computer Interaction (PSY)	3
BIOL	431	Bioinformatics	4	ECON	331	Narratives of the Working Class (ENGL/HIST/POLS/SOC)	3
BIOL	432	Principles of Epidemiology and Environmental Health	3	ECON	343	Capital Theory (FIN)	3
BIOL	433	Ecology and the Environment	4	ECON	333	Nonprofit Organizations (POLS)	3
BIOL	434	Introduction to Biomedical Imaging (HLTH/PHYS)	4	ECON	340	Business and Economics in Literature (BUS/ENGL)	3
BUS	330	Behavioral Finance: The Psychology of Decision-Making (PSY)	3	ECON	341	Drug Discovery and Development (BUS/CHEM)	3
BUS	334	The Business of Art (ART)	3	ECON	342	The Zoo: Conservation, Education and Recreation (BIOL/BUS/EDUC)	3
BUS	335	Business and the Performing Arts (PA)	3	ECON	344	The Library: Collections, Services and Instruction (BUS/EDUC/LIB)	3
BUS	336	Social Entrepreneurship (SOC)	3	ECON	347	The University (BUS/EDUC)	3
BUS	339	Business in China: Heritage and Culture (HIST)	3	ECON	349	History of Business and Economics in North America (BUS/HIST)	3
BUS	340	Business and Economics in Literature (ECON/ENGL)	3	ECON	435	The Music Museum (BUS/EDUC/PAMU)	3
BUS	341	Drug Discovery and Development (CHEM/ECON)	3	ECON	444	Values and Valuables (ANTH)	3
BUS	342	The Zoo: Conservation, Education and Recreation (BIOL/ECON/EDUC)	3	ECON	448	Globalization and Development (BUS/SOC)	3
BUS	344	The Library: Collections, Services and Instruction (ECON/EDUC/LIB)	3	EDUC	330	Introduction to Secondary Schooling	3
BUS	347	The University (ECON/EDUC)	3	EDUC	342	The Zoo: Conservation, Education and Recreation (BIOL/BUS/ECON)	3
BUS	349	History of Business and Economics in North America (ECON/HIST)	3	EDUC	343	Teaching Drama to Children (PATH)	3
BUS	434	The Museum: Culture, Business and Education (ART/EDUC)	3	EDUC	344	The Library: Collections, Services and Instruction (BUS/ECON/LIB)	3
BUS	435	The Music Museum (ECON/EDUC/PAMU)	3	EDUC	345	Media Literacy and Youth Culture (COMM)	3
BUS	448	Globalization and Development (ECON/SOC)	3	EDUC	346	School Communication (COMM)	3
CHEM	330	The History of Science: NonWestern Origins and the Western Revolution (HIST)	3	EDUC	347	The University (BUS/ECON)	3
CHEM	335	The Chemistry of the Kitchen	3	EDUC	431	Education Policy and Politics (POLS)	3
CHEM	341	Drug Discovery and Development (BUS/ECON)	3	EDUC	434	The Museum: Culture, Business and Education (ART/BUS)	3
CHEM	343	Forensic Science	3	EDUC	435	The Music Museum (BUS/ECON/PAMU)	3
CHEM	344	Energy and Society (PHYS)	3	EDUC	445	Chicano Child and Adolescent (CHS/HIST)	4
CHS	331	Transborder Perspectives in Chicana/o Studies	3	ENGL	330	Interdisciplinary Writing	3
CHS	333	History of Southern California Chicana/o Art (ART/HIST)	3	ENGL	331	Narratives of the Working Class (ECON/HIST/POLS/SOC)	3
CHS	343	Health Issues in the Latina/o Community (COMM/NRS)	3	ENGL	332	Teaching Dramatic Literature (PATH)	3
CHS	445	Chicano Child and Adolescent (EDUC/HIST)	4	ENGL	333	Multicultural Drama and Theatre (PATH)	3
COMM	331	Art, Society, and Mass Media (ART)	3	ENGL	334	Narratives of Southern California (HIST)	3
COMM	336	Multicultural Literature and Communication (ENGL)	3	ENGL	335	American Ethnic Images in Novels, Film and Art (ART/HIST)	3
COMM	340	Conflict Management and Mediation	3	ENGL	336	Multicultural Literature and Communication (COMM)	3
COMM	342	Internet-based Social Networks (COMP/SOC)	3	ENGL	337	Literature of the Environment	3
COMM	343	Health Issues in the Latina/o Community (CHS/NRS)	3	ENGL	338	Science and Conscience (PHYS)	3
COMM	345	Media Literacy and Youth Culture (EDUC)	3	ENGL	339	Psychology and Literature (PSY)	3
COMM	346	School Communication (EDUC)	3	ENGL	340	Business and Economics in Literature (BUS/ECON)	3
COMM	441	Health Communication (NRS)	3	ENGL	341	Modern American Drama and Theatre (PATH)	3
COMM	442	Organizational Communication	3	ENGL	342	Modern British and European Drama and Literature (PATH)	3
COMM	443	Environmental Communication (ESRM)	3	ENGL	344	World Drama and Theatre (PATH)	3
COMP	337	Survey of Computer Gaming	3	ENGL	349	Perspectives on Multicultural Literature	3
COMP	342	Internet-based Social Networks (COMM/SOC)	3	ENGL	430	Tradition and Transformation: Literature, History, and Cultural Change (HIST)	3
COMP	345	Digital Image Processing (MATH/PHYS)	3	ENGL	432	Arts of the Harlem Renaissance (ART/PAMU)	3
COMP	437	Foundations of Computer Game Development	3	ENGL	433	Gay/Lesbian/Bisexual/Transgender Studies (GEND)	3
COMP	445	Image Analysis and Pattern Recognition (MATH/PHYS)	3	ENGL	444	Original Practice in Renaissance Drama (PATH)	3
				ESRM	332	Human Ecology (ANTH)	3
				ESRM	340	Politics and the Environment (POLS)	3
				ESRM	341	The National Park (POLS)	3
				ESRM	342	Environmental History (HIST)	3
				ESRM	440	Population Studies (SOC)	3
				ESRM	443	Environmental Communication (COMM)	3

FIN	343	Capital Theory (ECON)	3	PATH	338	Theatre in History (HIST)	3
FJS	340	Exploring Freedom and Justice	3	PATH	341	Modern American Drama and Theatre (ENGL)	3
GEND	433	Gay/Lesbian/Bisexual/Transgender Studies (ENGL)	3	PATH	342	Modern British and European Drama and Literature (ENGL)	3
GLST	435	Global Cities	3	PATH	343	Teaching Drama to Children (EDUC)	3
HIST	330	The History of Science: NonWestern Origins and the Western Revolution (CHEM)	3	PATH	344	World Drama and Theatre (ENGL)	3
HIST	331	Narratives of the Working Class (ECON/ENGL/POLS/SOC)	3	PATH	444	Original Practice in Renaissance Drama (ENGL)	3
HIST	332	Dance in History (PADA)	3	PATH	335	The Physics of Music (PAMU)	3
HIST	333	History of Southern California Chicana/o Art (ART/CHS)	3	PHYS	338	Science and Conscience (ENGL)	3
HIST	334	Narratives of Southern California (ENGL)	3	PHYS	344	Energy and Society (CHEM)	3
HIST	335	American Ethnic Images in Novels Film, and Art (ART/ENGL)	3	PHYS	345	Digital Image Processing (COMP/MATH)	3
HIST	337	Music in History (PAMU)	3	PHYS	434	Introduction to Biomedical Imaging (BIOL/HLTH)	4
HIST	338	Theatre in History (PATH)	3	PHYS	436	Physics of Performing Arts (PA)	3
HIST	339	Business in China: Heritage and Culture (BUS)	3	PHYS	445	Image Analysis and Pattern Recognition (COMP/MATH)	3
HIST	340	History and Psychology of Nazi Germany (PSY)	3	PHYS	448	Team Based Research	3
HIST	342	Environmental History (ESRM)	3	POLS	330	Political Sociology (SOC)	3
HIST	349	History of Business and Economics in North America (BUS/ECON)	3	POLS	331	Narratives of the Working Class (ECON/ENGL/HIST/SOC)	3
HIST	430	Tradition and Transformation: Literature, History, and Cultural Change (ENGL)	3	POLS	333	Nonprofit Organizations (ECON)	3
HIST	436	Psychology and History of East Asian Warrior Cultures (PSY)	3	POLS	334	Peace Studies	3
HIST	442	The African Diaspora (ANTH)	3	POLS	335	Politics and Film	3
HIST	445	Chicano Child and Adolescent (CHS/EDUC)	4	POLS	340	Politics and the Environment (ESRM)	3
HLTH	434	Introduction to Biomedical Imaging (BIOL/PHYS)	4	POLS	341	The National Park (ESRM)	3
LIB	344	The Library: Collections, Services and Instruction (BUS/ECON/EDUC)	3	POLS	345	Science and Public Policy (BIOL)	3
MATH	330	Mathematics and Fine Arts	3	POLS	430	Political Communication	3
MATH	331	History of Mathematics	3	POLS	431	Education Policy and Politics (EDUC)	3
MATH	345	Digital Image Processing (COMP/PHYS)	3	PSY	330	Behavioral Finance: The Psychology of Decision-Making (BUS)	3
MATH	430	Research Design and Data Analysis	3	PSY	333	Measurement and Testing of Groups and Individuals	3
MATH	437	Math for Games, Simulations, and Robotics	3	PSY	337	Psychological Ethics and Moral Philosophy	3
MATH	438	Philosophy of Mathematics	3	PSY	338	Psychology of Art and Artists (ART)	3
MATH	445	Image Analysis and Pattern Recognition (COMP/PHYS)	3	PSY	339	Psychology and Literature (ENGL)	3
MATH	448	Scientific Computing	3	PSY	340	History and Psychology of Nazi Germany (HIST)	3
NRS	342	Complementary and Alternative Health (PSY)	3	PSY	342	Complementary and Alternative Health (NRS)	3
NRS	343	Health Issues in the Latina/o Community (CHS/COMM)	3	PSY	344	Psychology and Traditional Asian Thought	3
NRS	348	Healthy Aging (PSY/SOC)	3	PSY	345	Individuals with Disabilities in Society (SPED)	3
NRS	441	Health Communication (COMM)	3	PSY	346	Human Motivation	3
PA	335	Business and the Performing Arts (BUS)	3	PSY	348	Healthy Aging (NRS/SOC)	3
PA	436	Physics of Performing Arts (PHYS)	3	PSY	432	Seminar in Leadership	3
PADA	332	Dance in History (HIST)	3	PSY	436	Psychology and History of East Asian Warrior Cultures (HIST)	3
PAMU	330	Jazz in America	3	PSY	445	Adolescent Development	3
PAMU	332	World Music	3	PSY	449	Human-Computer Interaction (COMP)	3
PAMU	333	The Varieties of Musical Experience	3	SOC	330	Political Sociology (POLS)	3
PAMU	335	The Physics of Music (PHYS)	3	SOC	331	Narratives of the Working Class (ECON/ENGL/HIST/POLS)	3
PAMU	336	Art and Music: Dissonance, Diversity and Continuity (ART)	3	SOC	336	Social Entrepreneurship (BUS)	3
PAMU	337	Music in History (HIST)	3	SOC	342	Internet-based Social Networks (COMM/COMP)	3
PAMU	432	Arts of the Harlem Renaissance (ART/ENGL)	3	SOC	348	Healthy Aging (NRS/PSY)	3
PAMU	435	The Music Museum (BUS/ECON/EDUC)	3	SOC	440	Population Studies (ESRM)	3
PATH	332	Teaching Dramatic Literature (ENGL)	3	SOC	448	Globalization and Development (BUS/ECON)	3
PATH	333	Multicultural Drama and Theatre (ENGL)	3	SPAN	334	Spanish Language Drama and Theatre (PATH)	3
PATH	334	Spanish Language Drama and Theatre (SPAN)	3	SPAN	345	Individuals with Disabilities in Society (PSY)	3
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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 120 -133 units are required, depending on the major selected. No more than 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 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 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 30 of the total units must be taken at CI excluding Open University and Extension units. At least 24 of these 30 units must be upper division coursework, and 12 of the 30 units must be in the major. At least 9 units of upper division interdisciplinary General Education courses (numbered in the 330-349 or 430-449 ranges) of the required 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. CI 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 6 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 have AP credit for American Government or have taken American Government without coverage of California government may take the following:
 POLS 140 California Government1

2. Choose from one of the following:

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
HIST	275	The United States to 1900 . . . . .	.3
HIST	350	Chicana/o History and Culture . . . . .	.3

*Recent changes to section 40404: The Chancellor may grant exceptions to these requirements for some California Community College transfer students. Please see Records and Registration for more details.

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.
2. 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 2 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. Commencement participation does not constitute proof of the successful completion of degree requirements. The application for degree is available on the Records & Registration Web page 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 final degree review, the diploma, and participation in the annual commencement ceremony.)* Student Business Services sends the *Application for Degree and Diploma*, and certification of payment to Graduation Evaluations in the Records & Registration office.
- The CI Academic Requirements Report (CARR) will display your Graduation Status:
 - Applied for Graduation indicates that your *Application for Degree and Diploma* has been received
- 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.csuci.edu/records-registration/GradFAQ.htm>.

CI Academic Requirements Report

The CI Academic Requirements Report (CARR) – formally referred to as Degree Progress Report – contains customized degree progress information, which can assist you in planning your course of study. The CARR 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, military 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 CI Academic Requirements Report (CARR) documents are available. These documents will guide you through the steps to access your report, as well as allow you to request updates to your CARR. For more information about the CI Academic Requirements Report visit: <http://www.csuci.edu/records-registration/carr.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 CI, a student must:

1. Complete a minimum **30** 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 CI.
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.



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General Information

CSU Channel Islands (CI) offers seven masters degrees. Except for the MA in Education degree, 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, Room 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
 - Special Education Specialization
 - Curriculum and Instruction Specialization
- Master of Science in Mathematics

Fees and Tuition

Fees

CI Graduate Application Fee: \$55

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.

Program Descriptions

Master of Science Degree in Biotechnology & Bioinformatics
The Master of Science in Biotechnology & 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 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.

http://biology.csuci.edu/bio_mos.htm

Master of Science Degree in Biotechnology & Master of Business Administration (Dual Degree)

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 (MBA)

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://compsci.csuci.edu/degrees/mscs.htm>

Master of Arts in Education

The Master of Arts in Education provides advance preparation for educational professionals. Three specializations are offered at CI: Educational Leadership, Special Education, and Curriculum and Instruction.

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 Preliminary Administrative Services Credential. Candidates already possessing a Master's degree who successfully complete the required 30 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>

Curriculum and Instruction Specialization

The Master of Arts in Education provides advance preparation for educational professionals and leaders. The specialization in Curriculum and Instruction (C&I) is intended for educators who are seeking to enhance their knowledge and skills in curriculum, teaching and learning, educational research and assessment towards promoting student learning.

<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 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 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/>

Graduate and Post-Baccalaureate Application Procedures

All graduate and postbaccalaureate applicants (e.g., Ed.D., joint Ph.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 postbaccalaureate 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 at www.csumentor.edu.

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
- **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.

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 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 & 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.

- Applicants seeking admission to the dual degree program must be officially accepted into CI as graduate students.
- Applicants must declare themselves as graduate students in the dual degree program.
- 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.
- Minimum GPA requirement, Applicants must have a qualifiable minimum grade point average of 2.75.

Martin V. Smith School of Business & Economics

Master of Business Administration (MBA)

To be considered for admission to CI MBA program, applicants must:

- Have a baccalaureate degree from an accredited institution
- 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 60 semester units attempted and must be in good standing at the last college attended
- Have a minimum of two years professional work experience (in any field)
- Submit GMAT scores

Computer Science

Master of Science in Computer Science

Students seeking admission are expected to have an undergraduate degree in Computer Science. 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. Candidates with undergraduate degrees from other disciplines will be considered on a case-by-case basis and may be provisionally accepted. The conditions will usually include a selection of foundation Computer Science and Math courses as determined by the admission committee. The current guidelines and admission procedures are described in detail on the program web pages at <http://compsci.csuci.edu>.

School of Education

Master of Arts in Education: Educational Leadership Specialization

Master of Arts in Education and Preliminary Administrative Services Credential

Admission Requirements

- Application** — Apply to both the University Admissions office and the School of Education.
- 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.
- 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.
- 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 School of Education.
- Experience** — Documentation of at least three years of full-time successful teaching experience (substitute or parttime service does not apply).
- 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 School of Education Admissions Committee.
- 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.

Master of Arts in Education: Special Education

Admission Requirements

1. **Application** — Apply to both the University Admissions office and the School of Education.
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.

Master of Arts in Education: Curriculum and Instruction

Admissions Requirements

1. **Application** — Apply to both the University Admissions office and the School of Education.
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. Must have a BA or BS degree. Cumulative grade point average of 3.0 in the last 60 units is required to be accepted into the Master of Education Curriculum and Instruction Specialization.
3. **Experience** — Documentation of at least one year of successful teaching experience.
4. **Two Letters of Recommendation** — Two letters of recommendation from professionals who are knowledgeable of the candidate's professional work, one of whom is the candidate's current school administrator or employer.
5. **Interview** — Interview with School of Education Admissions Committee.
6. **Writing Sample** — A written statement of purpose (500-600 word essay) describing why the candidate desires to pursue a Master of Education in Curriculum and Instruction. This essay will include reflection on teacher preparation experiences thus far, personal professional goals, and ways in which the candidate's knowledge and skills will be developed to achieve these goals."

Mathematics

Master of Science in Mathematics

1. **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.

3. **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 basis.
5. **GRE** — (general and mathematics) scores are recommended, but not required.

Graduate Policies

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.

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 60 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.

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. "ABCD" 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 "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:

1. 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 credit.

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 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 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 12 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 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 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 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.
2. 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.
 - c. 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 prior 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 prior 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 CI and/or CCTC

- b. A minimum of **30** semester units of approved graduate work. (SP05-28)
 - c. Completion of graduate work in no more than 7 years. (SP05-23)
 - d. At least **21** 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)
 - f. No more than **6** 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.
 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.*

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 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.

1. 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 **10** units pending toward their degree. (SP02-05). 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.



Programs and Degrees

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Programs Offered

- Bachelor of Arts in Anthropology
- Minor in Anthropology

Program Description

Anthropology is the study of humankind. The discipline examines the interplay of cultural, social, economic, political, natural and environmental factors in the development of humans and human communities. One of the strengths of anthropology as a discipline is its "holistic" or integrative approach; it links the life sciences, social sciences and the humanities and has strong ties with a multitude of disciplines ranging from biology to the fine arts.

Students of anthropology learn about human societies and cultures throughout the world, including when they developed and how they change. This broad perspective is applied to understanding ourselves and comparing ourselves with others. By using the knowledge and perspectives gained from many cultures, anthropology is in a position to offer great insight into understanding present human societies and offering solutions for the future. Anthropology is a key discipline contributing to multiculturalism, environmental studies, and globalization.

Students of anthropology learn a variety of skills focused on collecting and organizing data on human behavior, formulating theoretical and practical questions regarding human life, and interpreting data using well thought out procedures. This training in critical thinking and observation can be applied to any endeavor that deals with humans, as well as culture and society.

Careers

A Bachelor's degree in Anthropology prepares student for work in a variety of settings, as well as graduate study. Potential employment and professions that an undergraduate degree in Anthropology would aid include, but are not limited to, law, medicine, education, business, community development, social services, and human resources. Graduate study can also lead to careers within the academy, museums, as well as applied work in public, private, and non-profit sectors.

Program Learning Outcomes

Students who successfully complete the requirements for the major in Anthropology shall be able to demonstrate critical thinking using the holistic and integrated anthropological approach and will be able to:

1. Summarize the major theories, concepts, terminologies, and approaches to anthropology;
2. Explain the role of evolution by natural selection and adaptation to the natural environment in the development of humans
3. Demonstrate a knowledge of human diversity and cultural interactions and a commitment to honoring that diversity;
4. Assess how the anthropological perspective can be applied in a variety of contemporary settings.
5. Apply the concepts of ethnocentrism and cultural relativism to modern problems;
6. Describe and discuss in an informed manner the ethical issues specific to anthropology;

7. Demonstrate knowledge within the several sub-fields of anthropology, emphasizing cultural anthropology, archaeology, and biological anthropology, having had elective opportunities to pursue specific interests; and
8. Apply techniques and methods used in collecting and analyzing anthropological information.

Faculty

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Bachelor of Arts Degree in Anthropology - (120 units)

Required for the Major	42-43
Free electives in any discipline	23-24
General Education	48
American Institutions Requirement	6
TOTAL	120 units

Note: All courses for the major must be taken for a letter grade. Students must maintain a GPA of 2.0 to remain in the program

Lower Division Requirements - 12 units

ANTH 102	Cultural Anthropology	3
ANTH 104	Introduction to Bioanthropology	3
ANTH 105	Introduction to Archaeology	3
ANTH 106	Culture & Communication: Introduction to Linguistic Anthropology	3

Upper Division Requirements - 30-31 units

Upper Division Required Courses - 15-16 units

1. Choose two of the following three courses - 6-7 units

ANTH 375	Qualitative Research Methods in Anthropology	3
ANTH 377	Archaeological Method and Theory	3
SOC 303	Statistical Applications in the Social Sciences (POLS/PSY).	4

Applied Physics

2. All students complete the following - 9 units

ANTH 352	Applied Anthropology	3
ANTH 470	The Development of Anthropological Perspectives	3
ANTH 499	Capstone Project	3

Upper Division Anthropology Electives

15 units

ANTH 310	Civilizations of an Ancient Landscape: World Archaeology	3
ANTH 323	Native Americans of California to the 1850s	3
ANTH 327	Oral History and the Community	3
ANTH 332	Human Ecology (ESRM)	3
ANTH 345	Human Evolution and Diversity	3
ANTH 442	The African Diaspora (HIST).	3
ANTH 443	Medical Anthropology: Cross-Cultural Perspectives on Health and Healing	3
ANTH 444	Values and Valuables (ECON).	3
ANTH 445	The Seacoast through Time	3
ANTH 490	Seminar in Anthropology	3
ANTH 492	Service Learning/Internship	1-3
ANTH 494	Independent Study	1-3

Minor in Anthropology - (24 units)

Lower Division Requirements - 9 units

ANTH 102	Cultural Anthropology	3
ANTH 104	Introduction to Bioanthropology	3
ANTH 105	Introduction to Archaeology	3

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.

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

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Bachelor of Science Degree in Applied Physics with an Emphasis in Technology (120 units)

Lower Division Requirements - 31-32 units

MATH	150*	Calculus I	4
MATH	151	Calculus II	4
MATH	230*	Logic and Mathematical Reasoning	3
MATH	240	Linear Algebra	3
MATH	250	Calculus III	3
PHYS	106*	Applied Physics and Modern Society	3
PHYS	200*	General Physics I	4
PHYS	201*	General Physics II	4

and

Select either:

COMP	105*	Computer Programming Introduction	3
or			
COMP	150*	Object-Oriented Programming	4

Upper Division Requirements - 37 units

MATH	350	Differential Equations and Dynamical Systems	3
PHYS	301	Classical Physics	3
PHYS	304	Electromagnetism	4
PHYS	305	Thermal and Statistical Physics	3
PHYS	306	Modern Physics	3
PHYS	310	Electronics	4
PHYS	338*	Science and Conscience (ENGL)	3
PHYS	345*	Digital Image Processing (COMP/ MATH)	3
PHYS	434*	Introduction to Biomedical Imaging (BIOL/HLTH)	4
PHYS	448	Team-Based Research	3
PHYS	499	Senior Colloquium	1

and

Select 3 units from the following (any combination):

PHYS	492	Internship	3
PHYS	494	Independent Research	1-3
PHYS	497	Directed Studies	1-3

Electives in the Major - 9-10 units

Select 9-10 units from the following:

MATH	352	Probability and Statistics	3
MATH	448	Scientific Computing	3
MATH	450	Partial Differential Equations and Mathematical Physics	3
MATH	451	Complex Analysis	3
PHYS	335*	Physics of Music (PAMU)	3
PHYS	406	Solid State Physics	3
PHYS	445*	Image Analysis and Pattern Recognition (COMP/MATH)	3
PHYS	464	Medical Instrumentation (BIOL)	4
PHYS	490	Topics in Physics	3
PHYS	492	Internship	3
<i>(if not taken as a required course)</i>			
PHYS	494†	Independent Research	1-3
PHYS	497†	Directed Studies	1-3
PHYS	401‡	Quantum Mechanics	3

† Cannot exceed a total of 3 units, when added to units taken within the upper division requirements

Required Supporting and Other GE Courses**42 units**

American Institutions Requirement	6
Other Courses in GE Categories A-E	27
Electives in Any Discipline	9

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	3
MATH	150*	Calculus I	4
MATH	151	Calculus II	4
MATH	250	Calculus III	3
PHYS	106*	Applied Physics and Modern Society	3
PHYS	200*	General Physics I	4
PHYS	201*	General Physics II	4

and*Select either:*

PHYS	208*	Physics of Art and Visual Perception (ART)	3
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or

PHSC	170*	Foundations in Physical Science	4
<i>(Required for teachers)</i>			

and*Select either:*

BIOL	100*	Exploring the Living World	4
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or

BIOL	170*	Foundations of Life Science	4
<i>(Required for teachers)</i>			

and*Select either:*

COMP	102*	Web Development	3
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or

COMP	105*	Computer Programming Introduction	3
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Upper Division Requirements - 27 units

MGT	325	Entrepreneurial Management	3
PHYS	304	Electromagnetism	4
PHYS	306	Modern Physics	3
PHYS	338*	Science and Conscience (ENGL)	3
PHYS	344*	Energy and Society (CHEM)	3
PHYS	434*	Introduction to Biomedical Imaging	
<i>(BIOL/HLTH)</i>			4
PHYS	448	Team-Based Research	3
PHYS	499	Senior Colloquium	1

and*Select 3 units taken from the following (any combination)*

PHYS	492	Internship	3
<i>(Required for teachers)</i>			
PHYS	494	Independent Research	1-3
PHYS	497	Directed Studies	1-3

Electives in the Major - 15-16 units*Chosen with advisor's approval*

EDUC	330#	Teaching in Secondary Schools	3
MATH	240	Linear Algebra	3
MATH	350	Differential Equations and Dynamical Systems	3
MATH	352	Probability and Statistics	3
MATH	448	Scientific Computing	3
MATH	450	Partial Differential Equations and Mathematical Physics	3
MATH	451	Complex Analysis	3
PHYS	310	Electronics	4
PHYS	335*	Physics of Music (PAMU)	3
PHYS	345*	Digital Image Processing (COMP/MATH)	3
PHYS	436*	Physics of the Performing Arts (PA)	3
PHYS	445	Image Analysis and Pattern Recognition (COMP/MATH)	3
PHYS	464	Medical Instrumentation (BIOL)	4
PHYS	490	Topics in Physics	3
PHYS	492	Internship	3
<i>(if not taken as a required course)</i>			

† Cannot exceed a total of **3** units, when added to units taken within the upper division requirements

Recommended for Teachers (Courses with * are double-counted toward GE credits)

PHYS	494†	Independent Research	1-3
PHYS	497†	Directed Studies	1-3

Required Supporting and Other GE Courses**42 units**

American Institutions Requirement	6
Other courses in GE categories A-E	27
Electives in Any Discipline	9

Note: Courses with an asterisk (*) will double count with general education (GE) requirements. Only two upper division interdisciplinary GE major courses (numbered 330-249 and 440-449) may be used towards the upper division major GE requirement. The third course must come from outside the major.



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

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Lower Division Requirements - 12 units

MATH	150*	Calculus I	4
PHYS	200*	General Physics I	4
PHYS	201	General Physics II	4

Upper Division Requirements - 13 units

1. *Applied Physics - 10-11 units*

PHYS	345*	Digital Image Processing (MATH/COMP)	3
PHYS	434*	Introduction to Biomedical Imaging (BIOL/HLTH)	4

Select either:

PHYS	445	Image Analysis and Pattern Recognition (MATH/COMP)	3
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or

PHYS	464	Medical Instrumentation (BIOL).	4
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2. *Applied Physics Electives - 2-3 units*

Choose from:

PHYS	490	Topics in Physics	3
PHYS	492	Internship	3
PHYS	494	Independent Research	1-3
PHYS	497	Directed Studies	1-3
PHYS	499	Senior Colloquium	1

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

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Bachelor of Arts in Art - (120 units)

Art Courses	57
General Education Courses	48
American Institutions Requirement Courses . . . . .	.6
University Elective Courses . . . . .	.9
TOTAL	120 units

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 **24** units of lower division Art courses in preparation for upper division studies.

Art Studio Fundamentals - 12 units

ART 105	Drawing and Composition	3
ART 106	Color and Design	3
ART 107	Life Drawing	3
ART 108	Visual Technologies	3

Art History - 6 units

Select two courses 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 CI art program.

Select two courses from the following:

ART	201	Painting	3
ART	202	Sculpture	3
ART	203	Illustration	3
ART	204	Graphic Design	3
ART	205	Multimedia	3
ART	206	Animation	3
ART	207	Ceramics	3
ART	208	Physics of Art and Visual Perception (PHYS)	3
ART	209	Photography	3

**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 6 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	3
ART	311	Three-Dimensional Art: Sculpture Media and Techniques	3
ART	312	Digital Media Art: Time-Based Imaging and Compositing	3
ART	313	Communication Design Technology: Graphic Design for Print Media	3
ART	314	Digital Media Art: Digital Photography	3
ART	315	Animation Media and Techniques	3
ART	316	Digital Illustration and Painting	3
ART	317	Video Game Production	3

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.

ART	320	Two Dimensional Art: Painting 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	3
ART	324	Communication Design Technology: Web Design	3
ART	325	Digital Media Art: Digital Filmmaking	3
ART	326	Digital Media Art: 3D Computer Animation:	3
ART	327	Communication Design Technology: Multimedia Theory and Process	3

ART	328	Digital Media Art: Photographic Theory and Process	3
ART	329	Three-Dimensional Art: Ceramic Theory and Process	3
ART	380	Two-Dimensional Art: Figure Painting	3
ART	381	Three-Dimensional Art: Figure Sculpture	3
ART	382*	Art for Social Media	3
ART	383*	Scenic Design (PA)	3
ART	384*	Costume Design (PA)	3
ART	385	Audio Design and Recording (PAMU)	3
ART	386*	Storyboarding	3

***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	3
ART	421	Advanced Artistic Problems: Three Dimensional Art	3
ART	422	Advanced Artistic Problems: Digital Media Art	3
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 one courses from the following:

ART	435	Postmodern Visual Culture	3
ART	436	Modern Art	3

Select a minimum of one course 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	3
ART	333	History of Southern California Chicana/o Art (CHS/HIST).	3
ART	334	The Business of Art (BUS)	3
ART	337	Art on Film and Film as Art	3
ART	338	Psychology of Art and Artists (PSY)	3
ART	351	The Baroque Eye: Art, Culture, Money, Power.	3
ART	352	Visual Canons of the Ancient World	3
ART	353	Medieval World: Spirituality and Representation	3
ART	431	European Renaissance Literature & Art (ENGL)	3
ART	433	Women in the Arts	3
ART	434	The Museum: Culture, Business, Education (BUS/EDUC)	3
ART	435	Postmodern Visual Culture (if not taken above)	3

ART	436	Modern Art (if not taken above)	3
ART	451	Diversity in the Visual Arts	3
ART	480	Advanced Issues in Art History, Theory, and Criticism	3

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	3

Upper Division Art Electives

Upper Division Art elective courses may fulfill up to 6 units of upper division Art Studio or Art History requirements. Portfolio review and consent of instructor required.

ART	490	Special Topics in Art	3
ART	492	Internship in the Arts (Portfolio review required)	1-3
ART	494	Directed Independent Study (Portfolio review required)	1-3

Art History Option: Lower Division Requirements - 24 units

Complete a minimum of 24 units of lower division required Art courses in preparation for upper division studies.

Lower Division Art History Courses - 12 units

ART	110	Prehistoric Art to the Middle Ages	3
ART	111	Renaissance to Modern Art	3
ART	112	Art of the Eastern World	3
ART	200	Art History: Tools and Methods	3

Lower Division Art Studio Courses - 12 units

ART	108	Visual Technologies.	3
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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:

ART	201	Painting	3
ART	202	Sculpture	3
ART	204	Graphic Design	3
ART	205	Multimedia	3
ART	207	Ceramics	3
ART	209	Photography	3

Art History Option: Upper Division Requirements - 33 units

ART Majors in the Art History option are required to complete a minimum of 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	330	Critical Thinking in a Visual World.	3
ART	333	History of Southern California Chicana/o Art (CHS/HIST).	3

Group 2

ART	331	Art, Society and Mass Media (COMM)	3
ART	334	The Business of Art (BUS)	3

Group 3

ART	352	Visual Canons of the Ancient World	3
ART	353	Medieval World: Spirituality and Representation.	3
ART	436	Modern Art	3

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.	3

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	Multicultural Art Movements	3
ART	451	Diversity in the Visual Arts	3
ART	480	Advanced Issues in Art History, Theory, and Criticism	3

Upper Division Art Studio Courses - 6 units

Select two courses from the following:

ART	310	Two-Dimensional Art: Painting Media and Techniques	3
ART	311	Three-Dimensional Art: Sculpture Media and Techniques	3
ART	312	Digital Media Art: Time-Based Imaging and Compositing	3
ART	313	Communication Design Technology: Graphic Design for Print Media	3
ART	314	Digital Media Art: Digital Photography	3
ART	315	Animation Media and Techniques	3
ART	316	Digital Illustration and Painting	3
ART	317	Video Game Production	3

Professional Preparation Courses - 6 units

Upper division Professional Preparation courses provide an understanding of current issues in the arts, 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 6 units of upper division Studio Art or Art History requirements.

Portfolio review and consent of instructor required.

ART	490	Special Topics in Art	3
ART	492	Internship in the Arts	1-3
		(Portfolio review required)	
ART	494	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

ART	105	Drawing and Composition	3
ART	106	Color and Design	3
ART	108	Visual Technologies	3

Select one additional course from the following:

ART	100	Understanding Fine Arts Processes	3
ART	101	What is Art?	3
ART	102	Multicultural Children's Art	3
ART	107	Life Drawing	3
ART	110	Prehistoric Art to the Middle Ages	3
ART	111	Renaissance to Modern Art	3
ART	112	Art of the Eastern World	3

Studio Art Courses - 6 units

Select a minimum of two courses from the following:

ART	201	Painting	3
ART	202	Sculpture	3
ART	203	Illustration	3
ART	204	Graphic Design	3
ART	205	Multimedia	3
ART	206	Animation	3
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	3
ART	312	Digital Media Art: Time-Based Imaging and Compositing	3
ART	313	Communication Design Technology: Graphic Design for Print Media	3
ART	314	Digital Media Art: Digital Photography	3
ART	315	Animation Media and Techniques	3
ART	316	Digital Illustration and Painting	3
ART	317	Video Game Production	3

Art History and Interdisciplinary Art Courses 6 units

Select a minimum of two 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	3
ART	333	History of Southern California Chicana/o Art (CHS/HIST).	3
ART	334	The Business of Art (BUS)	3
ART	337	Art as Film and Film as Art	3
ART	338	Psychology of Art and Artists (PSY)	3
ART	351	The Baroque Eye: Art, Culture, Money, Power	3
ART	352	Visual Canons of the Ancient World	3
ART	353	Medieval World: Spirituality and Representation	3
ART	431	European Renaissance Literature and Art (ENGL)	3
ART	433	Women in the Arts	3
ART	434	The Museum: Culture, Business, Education (BUS/EDUC)	3
ART	435	Postmodern Visual Culture	3
ART	436	Modern Art	3
ART	451	Diversity in the Visual Arts	3

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 computer-based media.

Required Courses

ART	108	Visual Technologies	3
ART	204	Graphic Design	3
ART	205	Multimedia	3
ART	312	Digital Media Art: Time-Based Imaging and Compositing	3
ART	313	Communication Design Technology: Graphic Design for Print Media	3
ART	324	Communication Design Technology: Web Design	3

Select one additional course from the following:

ART	314	Digital Media Art: Digital Photography	3
ART	315	Animation Media and Techniques	3
ART	316	Digital Illustration and Painting	3
ART	317	Video Game Production	3
ART	326	Digital Media Art: 3D Computer Animation	3
ART	327	Communication Design Technology Multimedia Theory and Process	3

Asian-Pacific Studies

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

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Minor in Asian-Pacific Studies (18 units)

Eighteen units from the following list, of which at least 9 units must be upper division:

ART	112	Art of the Eastern World	3
CHIN	101	Elementary Chinese I	4
CHIN	102	Elementary Chinese II.	4
ENGL	354	Studies in Cultural Literatures (when Focus is Asian-Pacific)	3
HIST	380	History of the Pacific Islands	3
HIST	391	Traditional China	3
HIST	392	Modern China	3
HIST	393	Contemporary China	3
HIST	395	Modern Japan	3
HIST	396	East Asia: Then and Now	3
PHED	102	Seminar in Traditional Martial Arts: Tai Ji (<i>repeatable</i>).	1
PSY	344	Psychology and Traditional Asian Thought	3
PSY	436	Psychology and History of East Asian Warrior Cultures (HIST)	3

(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 Pre-Professional Studies
 - Emphasis in Subject Matter Preparation in Teaching Biology
- 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
- Stem Cell Technology Certificate Program

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 health professional (e.g., medical, dental, veterinary, pharmacy) or graduate schools, or 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. The emphasis prepares students for graduate study in all aspects of biology as well as careers in environmental science, conservation, government, research or education.

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 Emphasis in Subject Matter Preparation provides the depth of study necessary for securing a Single Subject Credential in Science for teaching at the high school and middle school levels. Additional courses in geology, astronomy, and chemistry are included to meet the breadth requirements for this credential.

The Biology Minor allows students in majors other than biology to explore selected area(s) at a greater depth. Equipped with a minor in biology, students with majors 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 environments 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

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For graduation roadmaps for the B.S. B.A. and M.S. programs in Biology, please visit: <http://biology.csuci.edu>.

Bachelor of Science Degree in Biology - (120 units)

Common Lower Division Requirements for All Emphases of the Bachelor of Science Degree in Biology - 8 units

BIOL	200*	Principles of Organismal and Population Biology, GE B2	4
BIOL	201*	Principles of Cell & Molecular Biology, GE B2	4

Upper Division Requirements in the Major 39 units

1. Required Biology Courses - 25 units

BIOL	300	Cell Biology	4
BIOL	302	Genetics	4
BIOL	303	Evolutionary Biology	3
BIOL	304	Comparative Animal Physiology	3
BIOL	400	Molecular Biology	4
BIOL	433*	Ecology and the Environment, GE B2, UDIGE	4
BIOL	499	Senior Capstone in Biology	3

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.

No more than 2 units taken from the following can be counted towards the 14 units of electives:

BIOL	492	Internship	2-3
BIOL	494	Independent Research	1-3
BIOL	497	Directed Study	1-3

Required Supporting and Other GE Courses 73 units

1. Chemistry - 16 units

CHEM	121*	General Chemistry I, GE B1	4
CHEM	122*	General Chemistry II, GE B1	4
CHEM	311	Organic Chemistry I	3
CHEM	312	Organic Chemistry I Laboratory	1
CHEM	314	Organic Chemistry II	3
CHEM	315	Organic Chemistry II Laboratory	1

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

2. Physics - 8 units

Select one of the following combinations:

PHYS	100*	Introduction to Physics I, GE B1	4
PHYS	101*	Introduction to Physics II, GE B1	4
or			
PHYS	200*	General Physics I, GE B1	4
PHYS	201*	General Physics II, GE B1	4

3. Statistics and Mathematics - 7 units

BIOL	203*	Quantitative Methods for Biology, GE B3, B4	3
MATH	150*	Calculus I, GE B3	4

4. Other Required GE Courses in Categories A-E - 36 units

Category A	9
(For A3, recommend MATH 230 Mathematical Reasoning)	
Category C	12
Category D	12
Category E	3

5. American Institutions Requirement - 6 units

Emphasis in Cell and Molecular Biology

Upper Division Requirements in the Major 40 units

1. Required Biology Courses - 31 units

BIOL	300	Cell Biology	4
BIOL	301	Microbiology	4
BIOL	302	Genetics	4
BIOL	303	Evolutionary Biology	3
BIOL	400	Molecular Biology	4
BIOL	401	Biotechnology and Recombinant DNA Techniques	5
BIOL	431*	Bioinformatics, GE B2, B4, UDIGE	4
BIOL	499	Senior Capstone in Biology	3

2. Electives in Biology - 9 units

Select from the following list of courses:

BIOL	402	Toxicology	3
BIOL	403	Foundations of Structural Biology	4
BIOL	404	Plant and Animal Tissue Culture	3
BIOL	405	Biochemical Engineering	4
BIOL	408	Nanobiotechnology	3
BIOL	416	Radiobiology and Radionuclides (PHYS)	3
BIOL	420	Cellular & Molecular Immunology	4
BIOL	421	Virology	3
BIOL	422	Molecular Plant Physiology	4
BIOL	423	Cellular & Molecular Neurobiology	3
BIOL	424	Human Physiology	3
BIOL	425	Human Genetics	3
BIOL	426	Hematology	4
BIOL	427	Developmental Biology	4
BIOL	428	Biology of Cancer	3
BIOL	432*	Principles of Epidemiology and Environmental Health, GE B2, D, UDIGE	3
BIOL	433*	Ecology and the Environment, GE B2, UDIGE	4

No more than 2 units taken from the following can be counted towards the 9 units of electives:

BIOL	492	Internship	2-3
BIOL	494	Independent Research	1-3
BIOL	497	Directed Study	1-3

Required Supporting and Other GE Courses 72 units

1. Chemistry minimum - 15 units

CHEM	121*	General Chemistry I, GE B1	4
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CHEM 122*	General Chemistry II, GE B1	4
CHEM 311	Organic Chemistry I	3
CHEM 312	Organic Chemistry I Laboratory	1

Select either:

CHEM 318	Biological Chemistry	3
or		
CHEM 314	Organic Chemistry II	3
and		
CHEM 315	Organic Chemistry II Laboratory	1

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

2. Physics - 8 units

Select **one** of the following combinations:

PHYS 100*	Introduction to Physics I, GE B1	4
PHYS 101*	Introduction to Physics II, GE B1	4
or		
PHYS 200*	General Physics I, GE B1	4
PHYS 201*	General Physics II, GE B1	4

3. Statistics and Mathematics - 7 units

BIOL 203*	Quantitative Methods for Biology, GE B3, B4	3
MATH 150*	Calculus I, GE B3	4

4. Other Required GE Courses in Categories A-E - 36 units

Category A . . . . .	.9
(For A3, recommend MATH 230 Mathematical Reasoning)	
Category C	12
Category D	12
Category E . . . . .	.3

5. American Institutions Requirement - 6 units**Emphasis in Clinical Laboratory Science****Additional Requirements in the Major - 41-43 units****1. Required Biology Courses - 37 units**

BIOL 217	Medical Microbiology	4
BIOL 300	Cell Biology	4
BIOL 302	Genetics	4
BIOL 303	Evolutionary Biology	3
BIOL 317	Parasitology	4
BIOL 318	Medical Mycology	4
BIOL 420	Cellular and Molecular Immunology	4
BIOL 421	Virology	3
BIOL 426	Hematology	4
BIOL 432*	Principles of Epidemiology and Environmental Health GE B2, D, UDIGE	3

2. Other Required Courses in Biology - 4-6 units

If one chooses to complete CHEM 318 and BIOL 203, one needs to complete a minimum of **6** units from the following courses. Otherwise, one needs to complete minimum of **4** units from the following courses:

BIOL 400	Molecular Biology	4
BIOL 424	Human Physiology	3
BIOL 425	Human Genetics	3

Required Supporting and Other GE Courses 69-71 units**1. Chemistry - 19-20 units**

CHEM 121*	General Chemistry I, GE B1	4
CHEM 122*	General Chemistry II, GE B1	4
CHEM 250	Quantitative Analysis	3

CHEM 251	Quantitative Analysis Laboratory	1
CHEM 311	Organic Chemistry I	3
CHEM 312	Organic Chemistry I Laboratory	1

and

CHEM 318	Biological Chemistry	3
or		
CHEM 460	Biochemistry I	4

Note: CHEM 314 is a prerequisite for CHEM 460

An Organic Chemistry course with laboratory taken at a community college may be accepted for the Biology major in lieu of CHEM 311 and 312.

2. Physics - 8 units

PHYS 100*	Introduction to Physics I, GE B1	4
PHYS 101*	Introduction to Physics II, GE B1	4

3. Statistics and Mathematics - 3-4 units

Select **one** of the following combinations:

BIOL 203*	Quantitative Methods for Biology, GE B3, B4	3
MATH 150*	Calculus I, GE B3	4

4. Other Required GE Courses in Categories A-E - 33 units

Category A . . . . .	.9
(For A3, recommend MATH 230 Logic and Mathematical Reasoning)	
Category C	12
Category D . . . . .	.9
Category E . . . . .	.3

5. American Institutions Requirement - 6 units**Emphasis in Ecology, Evolution and Organismal Biology****Upper Division Requirements in the Major 42-44 units****1. Required Core Courses - 26 units**

BIOL 301	Microbiology	4
BIOL 302	Genetics	4
BIOL 303	Evolutionary Biology	3
BIOL 311	Plant Biology and Ecology	4
BIOL 499	Senior Capstone in Biology	3

Select **one** of the following courses:

BIOL 433*	Ecology and the Environment, GE B2, UDIGE	4
BIOL 453	Methods in Population and Community Ecology	4

Courses with * are double-counted toward GE credits.

Select **one** of the following courses:

BIOL 310	Vertebrate Biology	4
BIOL 316	Invertebrate Zoology	4

2. Ecology/Evolution - 6-7 units

Select **two** courses from the following list:

BIOL 313	Conservation Biology (ESRM)	4
ESRM 352	Theory and Practice of Ecological Restoration	3
BIOL 406	Evolutionary Biogeography	3
BIOL 407	Behavioral Ecology	3

3. Organismal Biology - 4 units

Select **one** course from the following list:

BIOL 310	Vertebrate Biology	4
(if not taken as part of core)		
BIOL 312	Marine Biology	4
BIOL 316	Invertebrate Zoology	4
(if not taken as part of core)		

BIOL	317	Parasitology	4
BIOL	450	Ichthyology: The Biology of Fishes . . .	4
BIOL	451	Ornithology	4
BIOL	452	Entomology	4

4. Physiology/Developmental/Molecular Biology - 3-4 units

Select one course from the following list:

BIOL	300	Cell Biology	4
BIOL	304	Comparative Animal Physiology . . .	3
BIOL	400	Molecular Biology	4
BIOL	422	Molecular Plant Physiology	4
BIOL	427	Developmental Biology	4

5. Cross-Disciplinary - 3-4 units

Select one course from the following list:

CHEM	301	Environmental Chemistry-Atmosphere and Climate	3
GEOL	321	Environmental Geology, GE B1	4
ESRM	328	Introduction to Geographic Information Systems	3

Required Supporting and Other GE Courses 63 units

1. Required Supporting Courses - 21 units

CHEM	121*	General Chemistry I, GE B1	4
CHEM	122*	General Chemistry II, GE B1	4
CHEM	311	Organic Chemistry I	3
GEOL	122*	Historical Geology, GE B1	3
BIOL	203*	Quantitative Methods for Biology, GE B3, B4	3
MATH	150*	Calculus I, GE B3	4

An Organic Chemistry I taken at a community college may be accepted for the Biology major in lieu of CHEM 311

2. Other Required GE Courses in Categories A-E - 36 units

Category A . . . . .	.9
(For A3, recommend MATH 230 Logic and Mathematical Reasoning)	
Category C	12
Category D	12
Category E . . . . .	.3

3. American Institutions Requirement - 6 units

Electives in Any Discipline - 4-7 units

One must choose enough elective units to reach the required 120 units for the degree.

Emphasis in Medical Imaging

Additional Lower Division Requirements in the Major - 8 units

BIOL	210	Human Anatomy and Physiology I . . .	4
BIOL	211	Human Anatomy and Physiology II . . .	4

Upper Division Requirements in the Major - 38 units

1. Required Biology and Physics Courses - 30 units

BIOL	300	Cell Biology	4
BIOL	301	Microbiology	4
BIOL	302	Genetics	4
BIOL	400	Molecular Biology	4
BIOL	416	Radiobiology and Radionuclides (PHYS)	3
BIOL	434*	Introduction to Biomedical Imaging, (HLTH/PHYS) GE B1, E, UDIGE . . .	4
BIOL	464	Medical Instrumentation (PHYS) . . .	4
BIOL	499	Senior Capstone in Biology	3

2. Electives in Biology and Physics - 8 units

Select from the following list of courses:

BIOL	315	Introduction to Biophysics (PHYS) . . .	4
BIOL	401	Biotechnology and Recombinant DNA Techniques	5
BIOL	420	Cellular & Molecular Immunology . . .	4
BIOL	421	Virology	3
BIOL	423	Cellular and Molecular Neurobiology .	3
BIOL	424	Human Physiology	3
BIOL	425	Human Genetics	3
BIOL	427	Developmental Biology	4
BIOL	428	Biology of Cancer	3
BIOL	431*	Bioinformatics, GE B2, B4, UDIGE . .	4
BIOL	432*	Principles of Epidemiology and Environmental Health, GE B2, D, UDIGE	3
BIOL	433*	Ecology and the Environment, GE B2, UDIGE	4
PHYS	445*	Image Analysis and Pattern Recognition, COMP/MATH GE B1, B4, UDIGE . . .	3

No more than 2 units taken from the following can be counted towards the 8 units of electives:

PHYS	492	Physics Internship	3
		(Recommended for students pursuing a career in medical imaging).	
BIOL	494	Independent Research	1-3
or			
PHYS	494	Independent Research	1-3
BIOL	497	Directed Study	1-3
or			
PHYS	497	Directed Study	1-3

Required Supporting and Other GE Courses 66 units

1. Chemistry - 15 units

CHEM	121*	General Chemistry I, GE B1	4
CHEM	122*	General Chemistry II, GE B1	4
CHEM	311	Organic Chemistry I	3
CHEM	312	Organic Chemistry I Laboratory	1
CHEM	318	Biological Chemistry	3

An Organic Chemistry I-equivalent course with laboratory taken at a community college may be accepted for the Biology major in lieu of CHEM 311 and 312.

2. Mathematics - 4 units

MATH	150*	Calculus I, GE B3	4
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3. Physics - 8 units

Select one of the following combinations:

PHYS	100*	Introduction to Physics I, GE B1	4
PHYS	101*	Introduction to Physics II, GE B1	4
or			
PHYS	200*	General Physics I, GE B1	4
PHYS	201*	General Physics II, GE B1	4

4. Other Required GE Courses in Categories A-D - 33 units

Category A . . . . .	.9
(For A3, recommend MATH 230 Logic and Mathematical Reasoning)	
Category C	12
Category D	12
Category E covered by a required GE course for the degree program	

5. American Institutions Requirement - 6 units

Bachelor of Arts Degree in Biology - (120 units)

Common Lower Division Requirements for All Emphases of the Bachelor of Arts Degree in Biology - 8 units

BIOL	200*	Principles of Organismal and Population Biology, GE B2	4
BIOL	201*	Principles of Cell & Molecular Biology, GE B2	4

Upper Division Requirements in the Major 37 units

1. Required Biology Courses - 25 units

BIOL	300	Cell Biology	4
BIOL	302	Genetics	4
BIOL	303	Evolutionary Biology	3
BIOL	304	Comparative Animal Physiology	3
BIOL	400	Molecular Biology	4
BIOL	433*	Ecology and the Environment, GE B2, UDIGE	4
BIOL	499	Senior Capstone in Biology	3

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 courses numbered from 326 to 345 are counted toward GE credits only and they are not counted towards the 12 units of electives).

No more than 2 units taken from the following can be counted towards the 12 units of electives:

BIOL	492	Internship	2-3
BIOL	494	Independent Research	1-3
BIOL	497	Directed Study	1-3

Required Supporting and Other GE Courses 53-54 units

1. Chemistry - 8 units

CHEM	121*	General Chemistry I, GE B1	4
CHEM	122*	General Chemistry II, GE B1	4

2. Mathematics and Statistics - 3-4 units

Select one of the following:

BIOL	203*	Quantitative Methods for Biology, GE B3, B4	3
MATH	105*	Pre-Calculus, GE B3	4
MATH	150*	Calculus I, GE B3	4

3. Other Required GE Courses in Categories A-E - 36 units

Category A	. . . . .	9
(For A3, recommend MATH 230 Logic and Mathematical Reasoning)		
Category C	. . . . .	12
Category D	. . . . .	12
Category E	. . . . .	3

4. American Institutions Requirements - 6 units

Electives in Any Discipline - 21-22 units

One must choose enough elective units to reach the required 120 units for the degree.

Emphasis in Ecology, Evolution and Organismal Biology

Upper Division Requirements in the Major - 36-38 units

1. Required Biology Core Courses - 26 units

BIOL	301	Microbiology	4
BIOL	302	Genetics	4
BIOL	303	Evolutionary Biology	3
BIOL	311	Plant Biology and Ecology	4
BIOL	433*	Ecology and the Environment, GE B2, UDIGE	4
BIOL	499	Senior Capstone in Biology	3

Select one of the following courses:

BIOL	310	Vertebrate Biology	4
BIOL	316	Invertebrate Zoology	4

2. Ecology/Evolution - 3-4 units

Select one course from the following list:

BIOL	313	Conservation Biology (ESRM)	4
BIOL	406	Evolutionary Biogeography	3
BIOL	407	Behavioral Ecology	3

3. Organismal Biology - 4 units

Select one course from the following list:

BIOL	310	Vertebrate Biology	4
(if not taken as part of core)			
BIOL	312	Marine Biology	4
BIOL	316	Invertebrate Zoology	4
(if not taken as part of core)			
BIOL	317	Parasitology	4
BIOL	450	Ichthyology: The Biology of Fishes	4
BIOL	451	Ornithology	4
BIOL	452	Entomology	4

4. Physiology/Developmental/Molecular Biology - 3-4 units

Select one course from the following list:

BIOL	300	Cell Biology	4
BIOL	304	Comparative Animal Physiology	3
BIOL	400	Molecular Biology	4
BIOL	422	Molecular Plant Physiology	4
BIOL	427	Developmental Biology	4

Required Supporting and Other GE Courses 56 units

1. Required Supporting Courses - 14 units

CHEM	121*	General Chemistry I, GE B1	4
CHEM	122*	General Chemistry II, GE B1	4
GEOL	122*	Historical Geology, GE B1	3
BIOL	203*	Quantitative Methods for Biology, GE B3, B4	3

2. Other Required GE Courses in Categories A-E - 36 units

Category A	. . . . .	9
(For A3, recommend MATH 230 Logic and Mathematical Reasoning)		
Category C	. . . . .	12
Category D	. . . . .	12
Category E	. . . . .	3

3. American Institutions Requirement - 6 units

Electives in Any Discipline - 18-20 units

One must choose enough elective units to reach the required 120 units for the degree.

Emphasis in Pre-Professional Studies

Upper Division Requirements in the Major - 32 units

1. Required Biology Courses - 21-22 units

BIOL	300	Cell Biology	4
BIOL	302	Genetics	4
BIOL	304	Comparative Animal Physiology	3
BIOL	400	Molecular Biology	4
BIOL	499	Senior Capstone in Biology	3

Select one of the following:

BIOL	303	Evolutionary Biology	3
BIOL	433*	Ecology and the Environment, GE B2, UDIGE	4

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 courses numbered from 326 to 345 are counted toward GE credits only and they are not counted towards the 10-11 units of electives

No more than 2 units taken from the following can be counted towards the 10-11 units of electives:

BIOL	492	Internship	2-3
BIOL	494	Independent Research	1-3
BIOL	497	Directed Study	1-3

Required Supporting and Other GE Courses 69-70 units

1. Chemistry - 16 units

CHEM	121*	General Chemistry I, GE B1	4
CHEM	122*	General Chemistry II, GE B1	4
CHEM	311	Organic Chemistry I	3
CHEM	312	Organic Chemistry I Laboratory	1
CHEM	314	Organic Chemistry II	3
CHEM	315	Organic Chemistry II Laboratory	1

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

2. Mathematics and Statistics - 3-4 units

Select one of the following:

BIOL	203*	Quantitative Methods for Biology, GE B3, B4	3
MATH	150*	Calculus I, GE B3	4

Check with professional schools or pre-professional advisor for specific requirements in this category.

3. Physics - 8 units

PHYS	100*	Introduction to Physics I, GE B1	4
PHYS	101*	Introduction to Physics II, GE B1	4

4. Other Required GE Courses in Categories A-E - 36 units

Category A . . . . .	.9
(For A3, recommend MATH 230 Logic and Mathematical Reasoning)	
Category C	12
Category D	12
Category E . . . . .	.3

5. American Institutions Requirements - 6 units

Electives in Any Discipline - 10-11 units

One must choose enough elective units to reach the required 120 units for the degree.

Emphasis in Subject Matter Preparation in Teaching Biology

Upper Division Requirements in the Major - 36 units

1. Required Biology Courses - 24 units

BIOL	300	Cell Biology	4
BIOL	302	Genetics	4
BIOL	303	Evolutionary Biology	3
BIOL	304	Comparative Animal Physiology	3
BIOL	335*	The Biosphere, GE B2, UDIGE	3 ¹
BIOL	433*	Ecology and the Environment, GE B2, UDIGE	4 ¹
BIOL	499	Senior Capstone in Biology	3

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 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 12 units of electives).

No more than 2 units taken from the following can be counted towards the 12 units of electives:

BIOL	492	Internship	2-3
BIOL	494	Independent Research	1-3
BIOL	497	Directed Study	1-3

Required Supporting and Other GE Courses 76 units

1. Required Education Course - 3 units

EDUC	330* ¹	Introduction to Secondary Schooling, GE-D, UDIGE	3
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¹BIOL 335, BIOL 433, and EDUC 330 meet only 6 of the 9 units of UDIGE; students must complete the remaining 3 units outside of courses with BIOL prefix, and excluding courses cross-listed with BIOL.

2. Mathematics and Statistics - 7 units

Select either:

BIOL	203*	Quantitative Methods for Biology, GE B3, B4	3
and			
MATH	105*	Pre-Calculus, GE B3	4
or			
MATH	150*	Calculus I, GE B3	4

3. Physical Sciences - 24 units

ASTR	105*	Introduction to the Solar System, (PHYS) GE B1	4
CHEM	121*	General Chemistry I, GE B1	4
CHEM	122*	General Chemistry II, GE B1	4
GEOL	121*	Physical Geology, GE B1	4
PHYS	100*	Introduction to Physics I, GE B1	4
PHYS	101*	Introduction to Physics II, GE B1	4

4. Other Required GE Courses in Categories A-E - 36 units

Category A . . . . .	.9
(For A3, recommend MATH 230 Logic and Mathematical Reasoning)	
Category C	12
Category D	12
Category E . . . . .	.3

5. American Institutions Requirements - 6 units

The Master of Science Degree in Biotechnology & Bioinformatics (34-35 units)

Program Description

The Master of Science in Biotechnology & 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

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 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.

Degree Requirements

Common Core Courses - 12 units

BINF	500	DNA & Protein Sequence Analysis.	3
BIOL	503	Biotechnology Law and Regulation.	3
BIOL	504	Molecular Cell Biology	3
MGT	471	Project Management	3

Biotechnology Emphasis - 22 units

1. Required Courses - 15 units

BINF	514	Statistical Methods in Computational Biology	3
BIOL	502	Techniques in Genomics & Proteomics	3
BIOL	505	Molecular Structure.	4
BIOL	600	Team Project.	4
BIOL	601	Seminar in Biotechnology and Bioinformatics	1

2. Electives - 7 Units

A minimum of two courses chosen from the following elective courses and/or from the required courses for the other emphases of the program:

BINF	511	Computational Genomics.	3
BIOL	490	Special Topics	1-3 (must be equivalent to a graduate level course)
BIOL	500	Introduction to Biopharmaceutical Production Operations	3
BIOL	506	Molecular Evolution	4
BIOL	507	Pharmacogenomics and Pharmacoproteomics	3
BIOL	508	Advanced Immunology	4
BIOL	509	Plant Biotechnology	4
BIOL	516	Clinical Trials and Quality Assurance.	3
BIOL	605	Biotechnology Across National Boundaries Field Trip	1
MGT	421	Human Resource Management	3

Biomedical Engineering Emphasis - 23 units

1. Required Courses - 15 units

BME	500	Biological Systems and Biomechanics: Principles and Applications	3
BME	501	Fundamentals of Tissue Engineering and Biomaterials	3
BIOL	601	Seminar in Biotechnology and Bioinformatics	1
BIOL	604	Biotechnology across National Boundaries	2

Select either BME 502 or PHYS 464 - 3-4 units

BME	502	Biomedical Instrumentation and Devices: Technology and Applications	3
or			
PHYS	464	Medical Instrumentation	4

Select either BIOL 600 or 603 - 3-4 units

BIOL	600	Team Project	4
or			
BIOL	603	Biotechnology Internship	3

2. Electives - 6-8 units

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. Required Courses - 19 units

BIOL	502	Techniques in Genomics and Proteomics	3
BIOL	510	Tissue Culture Techniques and Stem Cell Technology	3
BIOL	511	Advanced Stem Cell Technology . . .	3
BIOL	512	Advanced Topics in Regenerative Medicine	1
BIOL	513	Cell Culture Facility Management . . .	3
BIOL	602	Stem Cell Technology Internship (1.5 units X 4)	6

*BIOL 602 course is offered quarterly at 1.5 units, which is repeatable for a total of 6 units for a year long project.

2. Electives 3-4 units

A minimum of one 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 & 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

1. 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 for Students without a B.S. 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

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	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

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

1. Required Core Courses - 16 units

BINF	500	DNA & Protein Sequence Analysis.	3
BIOL	502	Techniques in Genomics/Proteomics.	3
BIOL	503	Biotechnology Law and Regulation.	3
BIOL	504	Molecular Cell Biology.	3
BIOL	510	Tissue Culture Techniques and Stem Cell Technology	3
BIOL	601	Seminar in Biotechnology and Bioinformatics	1

2. Elective Courses - 7 units

A minimum of 7 units from the elective courses in MS Biotechnology and Bioinformatics program.

Required Courses in the Master of Business Administration - 24 units

1. Required Core Courses - 18 units

BUS	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

2. Elective Courses - 6 units

Double-counted courses:

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 Population Biology, GE B2	4
BIOL	201	Principles of Cell and Molecular Biology, GE B2	4

Upper Division Requirements - 13 units

1. Biology - 8 units

BIOL	300	Cell Biology.	4
BIOL	302	Genetics	4

2. Biology Electives - 5 units

A minimum of 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

Stem Cell Technology Certificate Program (non-credit)

Program Description:

The Stem Cell Technology Certificate Program focuses on modern aspects of stem cell technology, applications in regenerative medicine, and the techniques of stem cell science, including cell culture and characterization and maintenance of pluripotent human embryonic and adult stem cell lines.

Upon completion of the program, the students are expected to:

- Describe the specific culture requirements and characteristics of various stem cell lines;
- Demonstrate ability to routinely culture and maintain human pluripotent and multipotent stem cell lines
- Apply knowledge and skills in stem cell science in research projects.

Prerequisite: BS in Biology, Chemistry, Biochemistry or related discipline.

Certificate Requirements:

Advanced Topics in Regenerative Medicine - 15 hr

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 advancements 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.

Advanced Stem Cell Technology - 45 hr

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 cells.

Upon successful completion of the required courses, students will be granted a Certificate of Completion by the Extended University.

Business



MARTIN V. SMITH
**SCHOOL of
BUSINESS &
ECONOMICS**

Programs Offered

- Bachelor of Arts in Economics (see Economics program)
- 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 Social Business
- Minor in Economics (see Economics program)
- Certificate in Business Administration
- Certificate in Social Business
- Master of Business Administration (MBA)
- Master of Science in Biotechnology and Master of Business Administration (MBA)

The Bachelor of Science in Business has a liberal arts and interdisciplinary focus. It is built on the five C's: critical thinking, collaboration (working with others), communication (oral and written English) conduct, and competencies (in business related disciplines). 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 marketing.
- 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 issues.
- Demonstrate basic competencies in the academic disciplines related to regional, national and global business and economics.

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.

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Bachelor of Science Degree in Business - (120 units)

Lower Division Major Requirements	21-22
Upper Division Major Requirements	36
Upper Division Interdisciplinary Major Requirements	6
Supporting and other GE Requirements	56-57
TOTAL	120 units

Lower Division Major Requirements

21-22 units

ACCT 210	Financial Accounting	3
ACCT 220	Managerial Accounting	3
	(Prereq: ACCT 210)	
BUS 110	Business Law	3
COMP 101	Computer Literacy	3
ECON 110	Principles of Microeconomics	3
ECON 111	Principles of Macroeconomics	3

Select either:

MATH 140	Calculus for Business Applications	3
	(Prereq: Passing Score on Calculus Placement Exam or MATH 101 or 105)	

or

MATH 150	Calculus I	4
	(Prereq: Passing Score on Calculus Placement Exam or MATH 105)	

Upper Division Major Requirements - 36 units

ACCT 300	Applied Managerial Accounting	3
	(Prereq: ACCT 210 & 220 or equivalent)	
BUS 320	Business Operations	3
	(Prereq: MATH 140 or 150)	

Select either:

ECON 310	Intermediate Microeconomics	3
	(Prereq: ECON 110, 111 and MATH 140 or 150)	

or

ECON 329	Managerial Economics	3
	(Prereq: ECON 110, 111 and MATH 140 or 150) (choose this course if pursuing the Marketing Option)	

Select either:

ECON 311	Intermediate Macroeconomics	3
	(Prereq: ECON 110, 111 and MATH 140 or 150)	

or

ECON 320	Money and Banking	3
	(Prereq: ECON 110, 111 and MATH 140 or 150)	

Select either:

ENGL 330	Interdisciplinary Writing	3
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or

ENGL 483	Technical Visual Communication	3
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Complete the following:

FIN 300	Business Finance	3
	(Prereq: ACCT 220 & MATH 140 or 150)	
MATH 329	Applied Statistics for Business and Economics	3
	(Prereq: MATH 101 or 105)	
MGT 307	Management of Organizations	3
MGT 326	Scientific and Professional Ethics (BIOL)	3
MIS 310	Management Information Systems	3
	(Prereq: COMP 101 or equivalent)	
MKT 310	Principles of Marketing	3
BUS 499	Capstone	3
	(Prereq: All lower division and other upper division required courses in the Business Major.)	

Upper Division Interdisciplinary

Major Requirements - 6 units

Select two courses from interdisciplinary courses offered by Business.

BUS 330-349 or 430-449 course	3
BUS 330-349 or 430-449 course	3

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)

1. Entrepreneurship Option

BUS 341	Drug Discovery and Development (CHEM/ECON) (may double count with Upper Division Interdisciplinary Major Course)	3
MGT 325	Entrepreneurial Management	3

Select three of the following:

ECON 411	Economics of Entrepreneurship	3
	(Prereq: ECON 110 & 111)	
MGT 424	Organizational Behavior (PSY)	3
	(Prereq: MGT 307 or consent of instructor)	
MKT 411	New Product Development and Management	3
	(Prereq: MKT 310)	
Electives		3

2. Finance Option

FIN 410	Financial Markets and Institutions	3
	(Prereq: FIN 300)	

FIN	411	Corporate Finance Management . . .	3
		(Prereq: FIN 300)	
FIN	412	International Financial Management . .	3
		(Prereq: FIN 300)	
FIN	413	Investment Analysis	3
		(Prereq: FIN 300)	
Electives		. . . . .	3

3. Global Business Option

MGT	410	Management of International Business .	3
		(Prereq: MGT 307)	
MKT	410	International Marketing Management .	3
		(Prereq: MKT 310)	

Select three from the following:

ACCT	410	International Accounting	3
		(Prereq: ACCT 210 and 220)	
ECON	370	The World Economy	3
		(Prereq: ECON 111)	
ECON	471	International Trade	3
		(Prereq: ECON 310 or 329)	
ECON	472	International Macroeconomics	3
		(Prereq: ECON 311 or 320)	
FIN	412	International Finance Management . .	3
		(Prereq: FIN 300)	
MGT	471	Project Management	3
		(Prereq: MGT 307)	
Electives		. . . . .	3

4. Management Option

MGT	410	Management of International Business .	3
		(Prereq: MGT 307)	
MGT	421	Human Resource Management	3
		(Prereq: MGT 307)	
MGT	424	Organizational Behavior (PSY)	3
		(Prereq: MGT 307 or consent of instructor)	

Select two from the following:

MGT	325	Entrepreneurial Management	3
MGT	429	Program Management	3
		(Prereq: MGT 307)	
MGT	471	Project Management	3
		(Prereq: MGT 307)	
MGT	490	Special Topics	3
		(Prereq: Consent of instructor)	
MGT	492	Service Learning/Internship	1-3
		(Prereq: Consent of instructor)	
MGT	497	Directed Study	1-3
		(Prereq: Consent of instructor)	

5. Marketing Option

MKT	311	Consumer Behavior	3
		(Prereq: MKT 310)	
MKT	409	Marketing Research	3
		(Prereq: MKT 310)	
MKT	410	International Marketing Management .	3
		(Prereq: MKT 310)	
MKT	411	New Product Development and Management	3
		(Prereq: MKT 310)	
Electives		. . . . .	3

Supporting and Other GE Requirements 56-57 units

Upper Division Interdisciplinary GE outside Major. . . .	3
American Institutions . . . . .	.6
Other GE Courses in Categories A-E . . . . .	.39
Free Electives . . . . .	.8-9

Minor in Business Management - (21 units)

The minor in Business Management offers students a foundation in principles related to managing people. The minor stresses critical thinking and the application of management concepts in a variety of organizational environments. The minor provides non-business majors with a basic understanding of management issues.

Lower Division Requirements - 9 units

ACCT	210	Financial Accounting	3
BUS	110	Business Law	3

Select one of the following:

ECON	110	Principles of Microeconomics	3
or			
ECON	111	Principles of Macroeconomics	3

Upper Division Requirements - 12 units

Choose four from the following:

BUS	320	Business Operations	3
		(Prereq: Math 140 or 150)	
MATH	329	Applied Statistics for Business and Economics	3
		(Prereq: MATH 101 or 105)	
MGT	307	Management of Organizations	3
MGT	325	Entrepreneurial Management	3
MGT	326	Scientific and Professional Ethics (BIOL)	3
MGT	410	Management of International Business .	3
		(Prereq: MGT 307)	
MGT	421	Human Resource Management	3
		(Prereq: MGT 307)	
MKT	310	Principles of Marketing	3
MKT	311	Consumer Behavior	3
		(Prereq: MKT 310)	

Minor in Social Business (17-28 units including pre/corequisites)

This interdisciplinary minor will provide students in any major the opportunity to develop their knowledge of Social Business. Students will develop the tools and skills required to diagnose and address social problems at the local, national, and international levels and apply the necessary skills for effective analysis of a social business plan in one of these settings. The program will equip students to assess the success and challenges of an existing social business at the local, national, or international level. By choosing electives across discipline areas, students will gain an interdisciplinary perspective into Social Business and the challenges it seeks to address.

Lower Division Requirements - 3 units

BUS	203	Introduction to Social Business (ECON/SOC)	3
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Upper Division Requirements - 5-6 units

Core Courses

BUS	301	Social Business Planning (ECON/SOC) 3
		(Prereq: BUS/ECON/SOC 203)
BUS	498	Faculty-Student Collaborative Research In Social Business (ECON/SOC)2-3
		(Prereq: BUS/ECON/SOC 301)

Choose three courses from the following (one of the courses may be lower division):

Additional Requirements - 9 units

Economics and Poverty

ANTH	444	Value and Valuables (ECON)	3
		(Prereq: ANTH 102 or ECON 110)	
BUS	336	Social Entrepreneurship (SOC)	3
BUS	448	Globalization and Development (ECON/SOC)	3
		(Prereq: SOC 100)	
ECON	362	Environmental Economics	3
		(Prereq: ECON 110 and 111)	
ECON	411	Economics of Entrepreneurship	3
		(Prereq: ECON 110 and 111)	
ECON	473	Development Economics	3
		(Prereq: ECON 310 or 311)	
POLS	426	Politics of Developing Countries	3
		(Prereq: POLS 103)	

Science and Technology

BIOL	331	Biotechnology in the Twenty-First Century (BUS)	3
		(Prereq: Junior standing or consent of instructor)	
BIOL	345	Science and Public Policy (POLS)	3
		(Prereq: Junior standing or consent of instructor)	
PHYS	448	Team Based Research	3
		(Prereq: Upper division standing)	

Culture and Politics

ANTH	102	Cultural Anthropology	3
ANTH	444	Value and Valuables (ECON)	3
		(Prereq: ANTH 102 or ECON 110)	
CHS	292	Chicana/o Studies Service Learning and Civic Engagement	3
		(Prereq: CHS 100, sophomore status or consent of instructor)	
GLST	200	Introduction to Global Studies	3
POLS	426	Politics of Developing Countries	3
		(Prereq: POLS 103)	
SOC	201	Social Problems	3

Health and Environment

BIOL	331	Biotechnology in the Twenty-First Century (BUS)	3
BIOL	333	Emerging Public Health Issues	3
BIOL	345	Science and Public Policy (POLS)	3
CHS	343	Health Issues in the Latina/o Community (COMM/NRS)	3
		(Prereq: CHS 100 or equivalent)	
ESRM	100	Introduction to Environment Science and Resource Management	3
ESRM	340	Politics and the Environment (POLS)	3
		(Prereq: Junior standing and consent of instructor)	

Certificate in Social Business - (15 units)

The certificate in Social Business is designed to provide students of all majors and non-matriculated students at CSU Channel Islands and the external community coming from any discipline with an interdisciplinary background in (1) the diagnosis of social problems at the local, national, and international levels; and (2) the application of the social business concept as a significant tool in addressing those problems.

Requirements for the Certificate - 15 units

Core Courses - 9 units

BUS	203	Introduction to Social Business (ECON/SOC)	3
BUS	301	Social Business Planning (ECON/SOC) (Prereq: BUS/ECON/SOC 203)	3
BUS	498	Faculty-Student Collaborative Research In Social Business (ECON/SOC)	3
		(Prereq: BUS/ECON/SOC 301 and consent of instructor)	

Note: Complete a minimum of 3 units BUS 498

Additional Courses - 6 units

Six units required from a minimum of two problem-based areas (Economics and Poverty, Culture and Politics, Health and Environment). At least 3 of the 6 units must be upper-division courses (300-level or 400-level).

Economics and Poverty

ANTH	444	Value and Valuables (ECON)	3
		(Prereq: ANTH 102 or ECON 110)	
BUS	336	Social Entrepreneurship (SOC)	3
BUS	448	Globalization and Development (ECON/SOC)	3
		(Prereq: SOC 100)	
ECON	362	Environmental Economics	3
		(Prereq: ECON 110 and 111)	
ECON	411	Economics of Entrepreneurship	3
		(Prereq: ECON 110 and 111)	
ECON	473	Development Economics	3
		(Prereq: ECON 310 or 311)	
POLS	426	Politics of Developing Countries	3
		(Prereq: POLS 103)	

Science and Technology

BIOL	331	Biotechnology in the Twenty-first Century (BUS)	3
BIOL	345	Science and Public Policy (POLS)	3
		(Prereq: Junior standing or consent of instructor)	
PHYS	448	Team Based Research	3
		(Prereq: Upper division standing)	

Culture and Politics

ANTH	102	Cultural Anthropology	3
ANTH	444	Value and Valuables (ECON)	3
		(Prereq: ANTH 102 or ECON 110)	
CHS	292	Chicana/o Studies Service Learning and Civic Engagement	3
		(Prereq: CHS 100, sophomore status or consent of instructor)	
GLST	200	Introduction to Global Studies	3
POLS	426	Politics of Developing Countries	3
		(Prereq: POLS 103)	
SOC	201	Social Problems	3

Health and Environment

BIOL	331	Biotechnology in the Twenty-first Century (BUS)	3
BIOL	333	Emerging Public Health Issues	3
BIOL	345	Science and Public Policy (POLS)	3
CHS	343	Health Issues in the Latina/o Community (COMM/NRS)	3
		(Prereq: CHS 100 or equivalent)	
ESRM	100	Introduction to Environment Science and Resource Management	3
ESRM	340	Politics and the Environment (POLS)	3
		(Prereq: Junior standing and consent of Instructor)	

Postbaccalaureate Certificate in Business Administration - (16 units)

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 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	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

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 0-16 semester units, Required Core 24 semester units, and Special Topics 2 semester units for a total of 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 exercise.

Special Topics Courses

Students will take three graduate courses 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

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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

Required Core - 24 units

BUS	510	High Performance Management . . . 3 (Corequisite: BUS 520)
BUS	520	Strategy and Leadership 3 (Corequisite: BUS 510)
BUS	530	Managing Business Operations 3 (Prereq: BUS 520; Corequisite: BUS 540)
BUS	540	Financial Reporting and Analysis . . . 3 (Prereq: BUS 520; Corequisite: BUS 530)
BUS	550	The Contemporary Firm 3 (Prereq: BUS 540)
BUS	560	The Entrepreneurial Manager 3 (Prereq: BUS 540)
BUS	570	Competing in a Global Environment . 6 Prereq: Completion of all other MBA Core courses)

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 & Master of Business Administration - (72 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 & 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

1. 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.
5. Minimum GPA requirement, Applicants must have a qualifiable minimum grade point average of 2.75.

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*

CHEM	110	Chemistry of Life	4
BIOL	201	Principles of Cell and Molecular Biology 4 (Prereq: CHEM 105 or 121)	
BIOL	300	Cell Biology	4
		(Prereq: BIOL 201 with a grade of C or better and CHEM 122)	
BIOL	400	Molecular Biology	4
		(Prereq: BIOL 300 or 302 with a grade of C or better)	

2. *Required Foundation Courses in Business Economics for students without a BS/BA in Business or Economics or a related discipline 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

Core Courses

Common Required Courses in the Dual Degree Program - 9 units

MGT	471	Project Management 3 (Prereq: MGT 307)
BIOL	610	Capstone Project for MS/MBA Dual Degree (BUS) 6

Chemistry

Required Courses in the Master of Science in Biotechnology - 23 units

1. Required Core Courses - 16 units

BINF	500	DNA & Protein Sequence Analysis . . . 3 (Prereq: BIOL 400 or consent of the instructor)
BIOL	502	Techniques in Genomics/Proteomics . . . 3 (Prereq: BIOL 400, 401 or 501 or consent of the instructor)
BIOL	503	Biotechnology Law and Regulation . . . 3
BIOL	504	Molecular Cell Biology 3 (Prereq: BIOL 300 and 400 or 501 or consent of the instructor)
BIOL	510	Tissue Culture Techniques and Stem Cell Technology 3 (Prereq: BIOL 504)
BIOL	601	Seminar in Biotechnology and Bioinformatics 1

2. Elective Courses - 7 units

Select a minimum of 7 units from the following courses:

BIOL	505	Molecular Structure 4 (Prereq: BIOL 504 or consent of the instructor)
BIOL	507	Pharmacogenomics and Pharmacoproteomics 3 (Prereq: BINF 500, BIOL 504 or consent of the instructor)
BIOL	508	Advanced Immunology 4 (Prereq: BIOL 504 or consent of the instructor)
BIOL	509	Plant Biotechnology 4 (Prereq: BIOL 504 or consent of the instructor)

Required Courses in the Master of Business Administration - 24 units

1. Required Core Courses - 18 units

BUS	510	High Performance Management . . . 3 (Corequisite: BUS 520)
BUS	520	Strategy and Leadership 3 (Corequisite: BUS 510)
BUS	530	Managing Business Operations 3 (Prereq: BUS 520; Corequisite: BUS 540)
BUS	540	Financial Reporting and Analysis . . . 3 (Prereq: BUS 520; Corequisite: BUS 530)
BUS	550	The Contemporary Firm 3 (Prereq: BUS 540)
BUS	560	The Entrepreneurial Manager 3 (Prereq: BUS 540)

2. Elective Courses - 6 units

Double-counted courses:

BIOL	500	DNA and Protein Sequence Analysis . . 3 (Prereq: BIOL 400 or consent of the instructor)
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 sub-disciplines 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

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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 121	General Chemistry I	4
CHEM 122	General Chemistry II	4
CHEM 250	Quantitative Analysis	3
CHEM 251	Quantitative Analysis Laboratory	1

2. Math

MATH 150	Calculus I	4
MATH 151	Calculus II	4

3. Physics

Choose one of the following:

PHYS 100	Introduction to Physics I	4
PHYS 200	General Physics I	4

Choose one of the following:

PHYS 101	Introduction to Physics II	4
PHYS 201	General Physics II	4

Upper Division Requirements - 15 units

Students 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
CHEM 311	Organic Chemistry I	3
CHEM 312	Organic Chemistry I Laboratory	1
CHEM 314	Organic Chemistry II	3
CHEM 315	Organic Chemistry II Laboratory	1
CHEM 371	Physical Chemistry I	3
CHEM 372	Physical Chemistry Laboratory	1
CHEM 499	Chemistry Capstone	2

(Ten 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 12 units of electives from those listed below are needed, including a minimum of two lab courses denoted¹.

Students must obtain a grade of C or better in these courses to apply them to the chemistry major.

CHEM 301	Environmental Chemistry - Atmosphere and Climate	3
CHEM 302	Environmental Chemistry - Soil and Water	4 ^L
CHEM 313	Organic Chemistry I Learning Community	1
CHEM 316	Organic Chemistry II Learning Community	1
CHEM 330	The History of Science: Non-Western Origins and the Western Revolution (HIST)	3 ^L
CHEM 335	The Chemistry of the Kitchen	3 ^{L, I}
CHEM 341	Drug Discovery and Development (BUS/ECON)	3 ^L
CHEM 343	Forensic Science	3 ^{L, I}
CHEM 344	Energy and Society (PHYS)	3 ^L
CHEM 373	Physical Chemistry II	3
CHEM 410	Advanced Organic Synthesis	4 ^L
CHEM 415	Molecular Structure Determination	4 ^L
CHEM 420	Advanced Inorganic Chemistry	3
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 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

¹A maximum of 3 units of upper-division interdisciplinary GE credit (CHEM 330-349 or CHEM 430-449) may be applied as chemistry electives towards the degree.

^R No more than a combined total of 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	6
Other Courses in GE Categories A-E	39
Electives in Any Discipline	20

Bachelor of Arts Degree in Chemistry, Option in Subject Matter Preparation in Teaching Chemistry - (120 units)

Lower Division Requirements - 43-44 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 II	4
CHEM 250	Quantitative Analysis	3
CHEM 251	Quantitative Analysis Laboratory	1

2. Biology

BIOL 200	Principles of Organismal and Population Biology	4
BIOL 201	Principles of Cell and Molecular Biology	4

3. Math

MATH 150	Calculus I	4
MATH 151	Calculus II	4

4. Physics

Choose one of the following:

PHYS 100	Introduction to Physics I	4
PHYS 200	General Physics I	4

Choose one of the following:

PHYS 101	Introduction to Physics II	4
PHYS 201	General Physics II	4

5. Astronomy

Choose one of the following:

ASTR 105	Introduction to the Solar System (PHYS)	4
PHYS 107	The Stars and Beyond	3

6. Earth Science

GEOL 121	Physical Geology	4
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Upper Division Requirements - 24-25 units

Students must obtain a grade of C or better in these courses to apply them to the chemistry major.

1. Chemistry

CHEM 305	Computer Applications in Chemistry	1
CHEM 311	Organic Chemistry I	3
CHEM 312	Organic Chemistry I Laboratory	1
CHEM 314	Organic Chemistry II	3
CHEM 315	Organic Chemistry II Laboratory	1
CHEM 330	The History of Science: Non-Western Origins and the Western Revolution (HIST)	3 ^L
CHEM 371	Physical Chemistry I	3
CHEM 372	Physical Chemistry Laboratory	1
CHEM 499	Chemistry Capstone	2

2. Earth Science

Choose one of the following:

BIOL 335	The Biosphere	3
GEOL 300	Foundations of Earth Science	4

3. Education

EDUC 330	Introduction to Secondary Schooling	3
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Upper Division Chemistry Electives - 8 units

A total of 8 units of electives from those listed below are needed, lab courses are denoted ^L. Students must obtain a grade of C or better in these courses to apply them to the chemistry major.

CHEM 301	Environmental Chemistry - Atmosphere and Climate	3
CHEM 302	Environmental Chemistry - Soil and Water	4 ^L
CHEM 313	Organic Chemistry I Learning Community	1
CHEM 316	Organic Chemistry II Learning Community	1
CHEM 373	Physical Chemistry II	3
CHEM 410	Advanced Organic Synthesis	4 ^L
CHEM 415	Molecular Structure Determination	4 ^L
CHEM 420	Advanced Inorganic Chemistry	3
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 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

^R No more than a combined total of 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

39 units

American Institutions Requirement	6
Other Courses in GE Categories A-E	33
Electives in Any Discipline	4-6

Recommended Electives

Choose from the following:

Second Language

(One semester is required)

One Additional Semester of a Second Language	3
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Interdisciplinary General Education Courses

(CHEM 330 and EDUC 330 are required)

SPED 345	Individuals with Disabilities in Society (PSY)	3
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According to the GE requirements, students must take 9 units from those interdisciplinary courses numbered 330-349 and 430-449. Six of the 9 units can be double counted and three of the 9 units must be outside the major and not cross listed with the CHEM prefix.

Prerequisite Courses in Education

(For CI Credential Program)

EDUC 512	Equity, Diversity and Foundations of Schooling	3
EDUC 520	Observing and Guiding Behavior in Multicultural/Multilingual and Inclusive Classrooms	3
EDUC 521	Field Experiences	1

EDSS	515	Adolescent Development for Secondary Educators	3
ENGL	475	Language in Social Context	3

Bachelor of Science 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	121	General Chemistry I	4
CHEM	122	General Chemistry II	4
CHEM	250	Quantitative Analysis	3
CHEM	251	Quantitative Analysis Laboratory	1

2. Math

MATH	150	Calculus I	4
MATH	151	Calculus II	4

3. Physics

Choose one of the following:

PHYS	100	Introduction to Physics I	4
PHYS	200	General Physics I	4

Choose one of the following:

PHYS	101	Introduction to Physics II	4
PHYS	201	General Physics II	4

Upper Division Requirements - 22 units

Students 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
CHEM	311	Organic Chemistry I	3
CHEM	312	Organic Chemistry I Laboratory	1
CHEM	314	Organic Chemistry II	3
CHEM	315	Organic Chemistry II Laboratory	1
CHEM	371	Physical Chemistry I	3
CHEM	372	Physical Chemistry Laboratory	1
CHEM	373	Physical Chemistry II	3
CHEM	460	Biochemistry I	4
CHEM	499	Chemistry Capstone	2

(Nine units of the above courses will be counted toward lower-division GE Categories B1, B3, and B4)

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.

A total of 20 units of electives from those listed below are needed, including a minimum of three lab courses denoted ^L.

CHEM	301	Environmental Chemistry - Atmosphere and Climate	3
CHEM	302	Environmental Chemistry - Soil and Water	4 ^L
CHEM	313	Organic Chemistry I Learning Community	1
CHEM	316	Organic Chemistry II Learning Community	1

CHEM	330	The History of Science: Non-Western Origins and the Western Revolution (HIST)	3 ^L
CHEM	335	The Chemistry of the Kitchen	3 ^{L, I}
CHEM	341	Drug Discovery and Development (BUS/ECON)	3 ^L
CHEM	343	Forensic Science	3 ^{L, I}
CHEM	344	Energy and Society (PHYS)	3 ^L
CHEM	410	Advanced Organic Synthesis	4 ^L
CHEM	415	Molecular Structure Determination	4 ^L
CHEM	420	Advanced Inorganic Chemistry	3
CHEM	450	Instrumental Analysis and Laboratory	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 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

^I A maximum of 3 units of upper-division interdisciplinary GE credit (CHEM 330-349 or CHEM 430-449) may be applied as chemistry electives towards the degree.

^R No more than a combined total of 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 . . . . .	.6
Other Courses in GE Categories A-E	39
Electives in Any Discipline . . . . .	.5

Bachelor of Science Degree in Chemistry, Biochemistry Option (120 units)

Lower Division Requirements - 36 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 II	4
CHEM	250	Quantitative Analysis	3
CHEM	251	Quantitative Analysis Laboratory	1

2. Biology

BIOL	200	Principles of Organismal and Population Biology	4
BIOL	201	Principles of Cell & Molecular Biology	4

3. Math

MATH	150	Calculus I	4
MATH	151	Calculus II	4

4. Physics

Choose one of the following:

PHYS	100	Introduction to Physics I	4
PHYS	200	General Physics I	4

Choose one of the following:

PHYS	101	Introduction to Physics II.	4
PHYS	201	General Physics II.	4

Upper Division Requirements - 31 units

Students must obtain a grade of C or better in these courses to apply them to the chemistry major.

1. Chemistry

CHEM	305	Computer Applications in Chemistry . . .	1
CHEM	311	Organic Chemistry I	3
CHEM	312	Organic Chemistry I Laboratory	1
CHEM	314	Organic Chemistry II	3
CHEM	315	Organic Chemistry II Laboratory	1
CHEM	371	Physical Chemistry I	3
CHEM	372	Physical Chemistry Laboratory	1
CHEM	460	Biochemistry I	4
CHEM	461	Biochemistry II	4
CHEM	499	Chemistry Capstone	2

2. Biology

BIOL	300	Cell Biology	4
BIOL	400	Molecular Biology	4

(Twelve units of the above requirements will be counted toward lower-division GE Categories B1, B2, B3, & B4)

Upper Division Chemistry Electives - 3 units

Students must obtain a grade of C or better in these courses to apply them to the chemistry major.

A total of 3 units of electives from those listed below are needed. Lab courses are denoted ^L.

CHEM	301	Environmental Chemistry - Atmosphere and Climate	3
CHEM	302	Environmental Chemistry - Soil and Water	4 ^L
CHEM	313	Organic Chemistry I Learning Community	1
CHEM	316	Organic Chemistry II Learning Community	1
CHEM	330	The History of Science: Non-Western Origins and the Western Revolution (HIST)	3 ^L
CHEM	335	The Chemistry of the Kitchen	3 ^{L, 1}
CHEM	341	Drug Discovery and Development (BUS/ECON)	3 ^L
CHEM	343	Forensic Science	3 ^{L, 1}
CHEM	344	Energy and Society (PHYS)	3 ^L
CHEM	373	Physical Chemistry II	3
CHEM	410	Advanced Organic Synthesis	4 ^L
CHEM	415	Molecular Structure Determination	4 ^L
CHEM	420	Advanced Inorganic Chemistry	3
CHEM	450	Instrumental Analysis and Laboratory	4 ^L
CHEM	465	Bioinorganic Chemistry	4 ^L
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

¹ Upper-division interdisciplinary GE credit (CHEM 330-349 or CHEM 430-449) may be applied as chemistry electives towards the degree.

^R No more than a combined total of 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 42 units

American Institutions Requirement	6
Other Courses in GE Categories A-E	36
Electives in Any Discipline	5

Minor in Chemistry - (23 units)

Lower Division Requirements - 8 units

CHEM	121	General Chemistry I and Laboratory . . .	4
CHEM	122	General Chemistry II and Laboratory . . .	4

Upper Division Requirements - 8 units

CHEM	311	Organic Chemistry I	3
CHEM	312	Organic Chemistry I Laboratory	1
CHEM	314	Organic Chemistry II	3
CHEM	315	Organic Chemistry II Laboratory	1

Electives - 7 units

A total of 7 units of electives (CHEM 250, CHEM 251, or courses numbered 300 or higher) in addition to those required, are needed. A maximum of 3 units of upper-division interdisciplinary GE credit (CHEM 330-349 or CHEM 430-449) may be applied as chemistry electives towards the degree. 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 6 units of CHEM 492, 494, and 497 may be applied as electives.

Certificate in Chemistry - (23 units)

Lower Division Requirements - 8 units

CHEM	121	General Chemistry I and Laboratory . . .	4
CHEM	122	General Chemistry II and Laboratory . . .	4

Upper Division Requirements - 8 units

CHEM	311	Organic Chemistry I	3
CHEM	312	Organic Chemistry I Laboratory	1
CHEM	314	Organic Chemistry II	3
CHEM	315	Organic Chemistry II Laboratory	1

Electives - 7 units

A total of 7 units of electives (CHEM 250, CHEM 251, or courses numbered 300 or higher) in addition to those required, are needed. A maximum of 3 units of upper-division interdisciplinary GE credit (CHEM 330-349 or CHEM 430-449) may be applied as chemistry electives towards the degree. 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 6 units of CHEM 492, 494, and 497 may be applied as electives.

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

1. 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.
3. 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.
5. 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.

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Bachelor of Arts in Chicana/o Studies - (120 units)

Core Requirements in the Major	45-47
General Education	48
American Institution Courses . . . . .	.6
Electives	19-21
TOTAL	120 units

Students are encouraged to identify a minor, or possible major, in a related discipline such as English, History, Political Science, Sociology, or Spanish.

Lower Division Core Requirements 9-10 units**CHS Introductory Courses - 6 units***Select two of the following:*

CHS	100*	Chicanas/os in Contemporary Society.	3
CHS	200*	Diversity in Latina/o Communities . . .	3
CHS	292*	Chicanas/os Studies Service Learning and Civic Engagement. . . .	3

Language Requirement - 3-4 units

SPAN	202*	Intermediate Spanish II	4
		(Prereqs. SPAN 201 or Equivalent)	

or

SPAN	212*	Spanish for Heritage Speakers II . . .	4
		(Prereqs. SPAN 211 or Equivalent or Consent of the instructor)	

or

		Substitute an Upper Division Spanish course	3
		(Approved by advisor)	

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	3
		(Prereqs. ANTH 102)	
HIST	280*	The Historian's Craft	3
POLS	300	Political Science Research Methods . .	3
		(Prereqs. POLS/PSY/SOC 303)	
PSY	300	Psychological Research and Statistical Methods I	3
		(Prereqs. PSY 100, PSY 202)	
SOC	202	Introduction to Research Methods . . .	3
		(Prereqs. SOC 100)	
SOC	310	Research Methods in Sociology	4
		(Prereqs. MATH 105; SOC/PSY/POLS 303)	
		Other methods course (approved by advisor)	3

Required Course:

CHS	491	Theoretical Foundations of Chicana/o Studies.	3
		(Prereqs. CHS 331, Senior Standing, or Consent of the instructor)	

History and Society - 6 units*Select one of the following:*

HIST	360*	History of Colonial Latin America . . .	3
HIST	361*	History of Modern Latin America . . .	3
SPAN	411	Civilizations and Cultures of Latin America.	3

Select one of the following:

CHS	350†	Chicana/o History and Culture (HIST) .	3
CHS	402*	Southern California Chicana/o History and Culture (HIST)	3

Art and Culture - 3 units*Select one of the following:*

CHS	333*	History of Southern California Chicana/o Art (ART/HIST)	3
ENGL	354*	Studies in Cultural Literatures.	3
		(only when focus is Chicana/o Latina/o Literature, approved by advisor)	

Transborder Issues - 9-10 units**Required Course:**

CHS	331*	Transborder Perspectives in Chicana/o Studies.	3
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Select two of the following:

CHS	343*	Health Issues in the Latina/o Community (COMM/NRS)	3
CHS	364	Chicano English	3
CHS	383	Chicana/o-Latina/o Identity and Empowerment (PSY)	3
CHS	401	Latina/o Workers in a Global Economy	3
CHS	425	Contemporary Immigration Issues (SOC)	3
CHS	445*	Chicano Child and Adolescent (EDUC/HIST)	4
UNIV	392	International Experience.	1-3
		(Approved by advisor)	

Upper Division Electives - 9 units*Select three of the following:*

ENGL	311	Bilingual Literacy Studies/Estudios Literarios Bilingues (SPAN).	3
		(Prereqs. ENGL 103 or 105 and SPAN 202 or 212 or Consent of the instructor)	
ENGL	331*	Narratives of the Working Class (ECON/HIST/POLS/SOC)	3
ENGL	378	Contemporary Native American Authors: Telecourse.	3
HIST	334*	Narratives of Southern California (ENGL)	3
HIST	349*	History of Business and Economics in North America (BUS/ECON). . . .	3
HIST	369	California History and Culture	3
HIST	401	United States Immigration History, 1840-1945.	3
HIST	420	History of Mexico	3
HIST	421	Revolutionary Mexico, 1876-1930 . .	3
POLS	306*	The Politics of Race and Ethnicity . . .	3
SOC	352	Social Movements	3
SPAN	461	Masterpieces of Latin American Literature	3
SPAN	462	Modern Mexican Literature	3

The following courses can satisfy major requirements, depending on the topic. See Major Advisor:

CHS	490	Special Topics in Chicana/o Studies .	3
CHS	494	Independent Research	1-3
CHS	497	Directed Studies	1-3

Service Learning Capstone - 3 units

CHS	492	Internship/Service Learning	1-3
		(Prereqs. CHS 491, or Consent of instructor)	
CHS	499	Service Learning Capstone in Chicana/o Studies.	1-3

**Minor in Chicana/o Studies:
Transborder Communities - (18-20 units)****Lower Division Requirements - 6-7 units***Choose one of the following:*

CHS	100*	Chicanas/os in Contemporary Society.	3
CHS	200*	Diversity in Latina/o Communities . . .	3
CHS	292	Chicanas/os Studies Service Learning and Civic Engagement	3

Choose one of the following:

SPAN	201*	Intermediate Spanish I	4
		(Prereqs. SPAN 102 or Equivalent)	
SPAN	211*	Spanish for Heritage Speakers I. . . .	4
		(Prereqs. Consent of the instructor)	

*Courses Fulfilling GE Requirement. • †Courses Fulfilling American Institution Requirement.

Communication

Spanish Course 3
(Approved by the minor faculty advisor)

Upper Division Requirements - 12-13 units

Select four courses from the following:

CHS	331*	Transborder Perspectives in Chicana/o Studies.	3
CHS	333*	History of Southern California Chicana/o Art (ART/HIST).	3
CHS	343*	Health Issues in the Latina/o Community (COMM/NRS).	3
CHS	350†	Chicana/o History and Culture (HIST).	3
CHS	364	Chicano English	3
CHS	383	Chicana/o-Latina/o Identity and Empowerment (PSY).	3
CHS	401	Latina/o Workers in a Global Economy	3
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).	4
CHS	491	Theoretical Foundations of Chicana/o Studies. (Prereqs. CHS 331, Senior standing or Consent of instructor)	3
BUS	349*	History of Business and Economics in North America (ECON/HIST).	3
ENGL	354*	Studies In Cultural Literatures (only when focus is Chicana/o Latina/o Literature, approved by advisor)	.
HIST	360*	History of Colonial Latin America	3
HIST	361*	History of Modern Latin America	3
HIST	369	California History and Culture.	3
HIST	401	United States Immigration History, 1840-1945.	3
HIST	420	History of Mexico	3
HIST	421	Revolutionary Mexico, 1876-1930	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 Literature	3
SPAN	462	Modern Mexican Literature	3

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 9 units from those interdisciplinary courses numbered 330-349 and 430-449. Six of the 9 units can be double counted and three of the 9 units must be outside the major and not cross-listed with the CHS prefix.

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 one-on-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

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Bachelor of Arts Degree in Communication (120 units)

Lower Division	12
Upper Division	33
General Education	45
According to the GE requirements, students must take <u>2</u> units from those interdisciplinary courses numbered 330-349 and 430-449. <u>Six</u> of the <u>2</u> units can be double counted and <u>three</u> of the <u>2</u> units must be outside the major and not cross listed with the COMM prefix.	
Title V: American Institutions Requirement	6
Electives	24
TOTAL	120 units

Lower Division Requirements - 12 units

COMM 101	Public Speaking	3
COMM 200	Introduction to Communication Studies	3

Choose any two of the following:

COMM 210	Interpersonal Communication	3
COMM 211	Discerning Information in an Interconnected World (LIB)	3
COMM 220	Group Communication	3

Upper Division Requirements - 33 units

Required Courses 15 units

COMM 310	Communication Research Methods	3
COMM 320	Persuasion and Argumentation	3
COMM 321	Cultural Conversations	3
COMM 340	Conflict Management and Mediation	3
COMM 499	Capstone Project	3

Major Electives - 6 units

You may choose any two upper division COMM courses:

COMM 301	Advanced Public Speaking	3
COMM 322	Sociology of Popular Culture (SOC/ENGL)	3
COMM 331	Art, Society and Mass Media (ART)	3
COMM 335	Politics and Film (POLS)	3
COMM 336	Multicultural Literature and Communication (ENGL)	3
COMM 345	Media Literacy and Youth Culture (EDUC)	3
COMM 346	School Communication (EDUC)	3
COMM 430	Political Communication (POLS)	3
COMM 490	Special Topics	3
COMM 492	Internship	1-3
(Repeatable up to <u>6</u> units)		
COMM 494	Independent Study	1-3

Emphasis Requirements - 12 units

(Choose one emphasis below)

Environmental Communication Emphasis

COMM 443	Environmental Communication (ESRM)	3
(Prereqs. ESRM 100 and COMM 101 or 320) D, UDIGE		

Plus three electives 2 units

ANTH 332	Human Ecology (ESRM)	3
D, UDIGE		
BIOL 313	Conservation Biology (ESRM)	4
(Prereq. BIOL 200)		
BIOL 433	Ecology and the Environment	4
(Prereq. BIOL 200) B2, UDIGE		

CHEM 301	Environmental Chemistry	3
(Prereq. CHEM 122)		
COMM 450	Environmental Conflict Resolution (ESRM/POLS)	3
ENGL 337	Literature of the Environment, C2, D, UDIGE.	3
ESRM 329	Environmental Law and Policy	3
(Prereq. ESRM 100)		
ESRM 340	Politics and the Environment (POLS) D	3
ESRM 341	The National Park (POLS) D.	3
ESRM 342	Environmental History (HIST) D.	3
ESRM 462	Coastal and Marine Resource Management	4
(Prereqs. BIOL 433, ESRM 200, 329)		
ESRM 463	Water Resources Management	4
(Prereqs. BIOL 433, ESRM 200, 329)		
ESRM 464	Land Use Planning & Open Space Management	4
(Prereqs. BIOL 433, ESRM 200, 329)		
ESRM 482	Issues in Environmental Planning & Resource Management	3
(Prereqs. BIOL 433, ECON 362, ESRM 329)		
GEOL 321	Environmental Geology, B1	4

Health Communication Emphasis

COMM 441	Health Communication (NRS)	3
(Prereq. COMM 320) D, UDIGE)		

Plus three electives 2 units

ANTH 443	Medical Anthropology: Cross Cultural Perspectives on Health & Healing D, UDIGE	3
BIOL 331	Biotechnology in Twenty-First Century (BUS), B2, D, UDIGE	3
BIOL 332	Cancer and Society, B2, D, UDIGE	3
BIOL 333	Emerging Public Health Issues, B2, E, UDIGE	3
BIOL 432	Principles of Epidemiology and Environmental Health, B2, D, UDIGE	3
(Prereqs. BIOL 201, CHEM 122)		
BUS 341	Drug Discovery and Development (CHEM/ECON), B1, D, UDIGE	3
CHS 343	Health Issues in the Latino/a Community (NURS), C3b	3
MGT 426	Management of Healthcare Organizations	3
(Prereq. MGT 307)		
PSY 342	Complementary and Alternative Health (NRS), C3b, E, UDIGE	3
PSY 348	Healthy Aging (SOC/NRS), D, E, UDIGE	3

Business & Nonprofit

Communication Emphasis

COMM 442	Organizational Communication	3
(Prereqs. COMM 101 and COMM 210 or 220 A1, UDIGE)		

Plus three electives 2 units

BIOL 326	Scientific & Professional Ethics (MGT)	3
COMM 333	Nonprofit Organizations (BUS/ECON/POLS)	3
D, UDIGE		
ECON 370	The World Economy	3
(Prereq. ECON 110 or 300)		

Computer Game Design & Development

ECON	444	Values and Valuables (ANTH)	3
		(Prereq ECON 110 or ANTH 102)	
ENGL	483	Technical Visual Communication	3
MGT	307	Management of Organizations	3
MGT	325	Entrepreneurial Management	3
MGT	410	Management of International Business	3
MGT	421	Human Resource Management	3
		(Prereq. MGT 307)	
MKT	310	Principles of Marketing	3
MKT	410	International Marketing Management	3
		(Prereq. MKT 310)	
POLS	320	Public Administration	3
PSY	432	Seminar in Leadership, D, E, UDIGE	3

Special Grade Requirements

* Students must receive a "C" or better in Communication courses in order to have them count towards their major.

Minor in Communication - (18 units)

The minor in Communication affords non-majors the opportunity to learn the fundamental skills necessary to interact with diverse others in a wide variety of contexts. Students will survey the field of communication studies and learn the basic skills to interact one-on-one and in small and large groups.

Lower Division Requirements - 9 units

COMM 101	Public Speaking	3
COMM 200	Introduction to Communication Studies	3

Select one of the following:

COMM 210	Interpersonal Communication	3
COMM 220	Group Communication	3
COMM 211	Discerning Information in an Interconnected World (LIB)	3

Upper Division Requirements - 9 units

Select three courses from any Upper Division COMM course

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 CI.

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.

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Minor in Computer Game Design & Development - (24-25 units)

Lower-Division Requirements - 12-13 units

(Including pre-/corequisites)

ART	205	Multimedia	3
ART	206	Animation	3
MATH	137	Strategies and Game Design	3

Select one of the following:

COMP	105	Computer Programming Introduction	3
or			
COMP	150	Object Oriented Programming	4

Upper-Division Requirements - 3 units

(Including pre-/corequisites)

COMP	437	Foundations of Computer Game Development	3
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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	Animation Media and Techniques,	3
		(ART 206)	
ART	327	Communication Design Technology: Multimedia Theory and Process	3
		(ART 206 or ART 312 or Consent of instructor)	
COMP	337	Survey of Computer Gaming	3
MGT	307	Management of Organizations	3

Courses on this list have prerequisites that may increase the number of units needed for the minor.

ART	317	Video Game Production	3
		(ART 205, ART 326)	

ART	326	Digital Media Art: 3D Computer Animation	3
		(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	3
		(COMP 150, COMP 151)	
COMP	449	Human-Computer Interaction (PSY)	3
COMP	464	Computer Graphic Systems and Design I 3	
		(COMP 150, COMP 151, COMP 162, COMP 232, COMP 262, COMP 350, MATH 240)	
COMP	469	Artificial Intelligence/Neural Nets	3
		(COMP 150, COMP 151, COMP 162, COMP 232, COMP 262, COMP 350, COMP 362)	
COMP	492	Internship	1-3
		(Upper division standing and program approval of written proposal)	
COMP	494	Independent Research	1-3
		(Upper division standing and program approval of written proposal)	
MATH	354	Analysis of Algorithms	3
		(MATH 300 and some computer programming experience)	
MATH	437	Mathematics for Game Development	3
		(MATH 137 or MATH 300)	
MATH	492	Internship	1-3
		(Upper division standing and program approval of written proposal)	
MATH	494	Independent Study	1-3
		(Upper division standing and program approval of written proposal)	
MGT	471	Project Management (MGT 307)	3



Programs Offered

- Bachelor of Science in Computer Science
- Minor in Computer Science
- Minor in Computer Game Design & Development (see Computer Game Design and Development)
- Minor in Robotics Engineering
- Master of Science in Computer Science
- Bachelor of Science in Information Technology
- Minor in Information Technology (see Information Technology)

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 biotech industries with life-learning.

Faculty

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Bachelor of Science in Computer Science - (123 units)

Special Grade Requirement

A grade of C- or better is required in all pre-requisite courses in the major

Lower Division Required Major Courses	42
Upper Division Required Major Courses	29
Upper Division Elective Major Courses	12
Elective Courses . . . . .	.6
General Education	28
American Institutions Requirement . . . . .	.6
TOTAL	123 units

Note: General Education Included in Major Requirements . 14

Lower Division Requirements - 42 units

COMP 150	Object-Oriented Programming, GE B4 .	4
COMP 151	Data Structures and Program Design . .	4
COMP 162	Computer Architecture and Assembly Language	3
COMP 232	Programming Languages	3
COMP 262	Computer Organization and Architecture	3
MATH 150	Calculus I, GE B3	4
MATH 151	Calculus II.	4
MATH 230	Logic and Mathematical Reasoning, GE A3, B3	3
MATH 240	Linear Algebra	3

Science

Choose either:

- Physics 200 General Physics I (4), Physics 201 General Physics II (4) and a course from GE section B2 (3).
- or**
- Physics 200 General Physics I (4), Biology 200 Principles of Organismal and Population Biology (4), Biology 212 Neurobiology and Cognitive Science (3) GE B1 and B2

Upper Division Requirements - 41 units

Major Requirements - 29 units

COMP 350	Introduction to Software Engineering . .	3
COMP 362	Operating Systems	4
COMP 447	Societal Issues in Computing, GE B4, D, INTD.	3
COMP 454	Automata, Languages and Computation	3
COMP 491	Capstone Preparation	1
COMP 499	Capstone Project.	3
MATH 300	Discrete Mathematics.	3
MATH 352	Probability and Statistics	3
MATH 354	Analysis of Algorithms	3

Choose three units from the following:

COMP 420	Database Theory and Design	3
COMP 464	Computer Graphic Systems and Design I	3

Electives - 12 units

Choose 12 Elective units from:

COMP 345	Digital Image Processing,	3
	(MATH/PHYS) GE B1, B4, INTD	
COMP 351	Distributed Computing	3
COMP 420	Database Theory and Design	3

COMP 421	Unix for Programmers.	3
COMP 424	Computer System Security.	3
COMP 425	Computer Game Programming	3
COMP 429	Computer Networks	3
COMP 445	Image Analysis & Pattern Recognition, (MATH/PHYS), GE B1, B4, INTD. . .	3
COMP 451	Advanced Object Oriented Programming	3
COMP 452	Computational Bioinformatics (MATH)	4
COMP 462	Embedded Systems	3
COMP 464	Computer Graphic Systems and Design	3
COMP 469	Artificial Intelligence/Neural Nets . .	3
COMP 490	Topics in Computer Science.	3
COMP 492	Internship	1-3
COMP 494	Independent Research	1-3
COMP 497	Directed Studies	3
ENGL 482	Technical Writing	3
IT 380	Web Programming.	3
IT 400	eCommerce	3
IT 402	Advanced Web Programming.	3
MATH 429	Operations Research	3
MATH 448	Scientific Computing, GE B3, B4, INTD	3

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 objectoriented 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 - 11-14 units

COMP 105	Computer Programming Introduction . .	3
<i>*This course is waived for students with equivalent programming experience</i>		
COMP 150	Object Oriented Programming	4
COMP 151	Data Structures and Program Design . .	4
COMP 162	Computer Architecture and Assembly. .	3

Upper Division Requirements - 9 units

Three upper-division courses from the CS program approved by the advisor.

Minor in Robotics Engineering - (24 units)

After completing the courses in the minor, students will be able to explain the interaction between hardware and software. They will be able to describe the role of an operating system in managing the resources of a computer. On the hardware side they will be able to build, test and use analog and digital circuits. They will be able to demonstrate the role of electronics in data acquisition, metrology and control of devices. On the software side they will be able to design, implement and test algorithms in both C and a representative assembly language. They will build one or more robotics systems, directly experiencing the challenges and solutions such an implementation requires.

Requirements 24 units

Required Courses - 18 units

COMP 162	Computer Architecture and Assembly Language	3
COMP 362	Operating Systems	4
COMP 462	Embedded Systems	3
COMP 491	Capstone Preparation	1
COMP 499	Capstone	3
PHYS 310	Electronics.	4

Elective Courses - 6 units

Choose 2 courses from:

COMP 445	Image Analysis & Pattern Recognition, (MATH/PHYS), GE B1, B4, UDIGE.	3
COMP 469	Artificial Intelligence and Neural Nets .	3
MATH 437	Mathematics for Games, Simulations and Robotics, GE B3, UDIGE.	3

Master of Science in Computer Science (32 units)

(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.

Admission

Students seeking admission are expected to have an undergraduate degree in Computer Science. 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.



Candidates with undergraduate degrees from other disciplines will be considered on a case-by-case basis and may be provisionally accepted. The conditions will usually include a selection of foundation Computer Science and Math courses as determined by the admission committee.

The current guidelines and admission procedures are described in detail 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.

Note: Any remedial courses are in addition to the following graduation requirements

Required Coursework - 32 units

Graduate Seminar	2
Master Thesis	6
Electives	24

Required Courses - 8 units*

COMP 599	Graduate Seminar	1
COMP 597	Master Thesis	1-3

*Required: 2 units of 599 and 6 units of 597

Electives - 24 units

COMP 510	Advanced Image Analysis Techniques (MATH/PHYS).	3
COMP 520	Advanced Database Systems	3
COMP 524	Security	3
COMP 529	Network Computing	3
COMP 546	Pattern Recognition (MATH/PHYS).	3
COMP 549	Human-Computer Interaction	3

COMP 550	Advanced Software Engineering.	3
COMP 554	Algorithms (MATH)	3
COMP 566	Geometry and Computer Graphics	3
COMP 569	Artificial Intelligence	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 (MATH)	3
COMP 590	Special Topics in Computer Science	3

To accommodate the need to acquire multidisciplinary experience and knowledge beneficial to their research, MSCS students may take up to 6 units of any other course upon obtaining authorization from the MSCS program director in consultation with the Master Thesis advisor.

Graduate students may also get credit for taking 400-level courses under some exceptional circumstances. Permission to take such a course has to be granted by the program director in consultation with the Master Thesis advisor and the course instructor prior to enrolling into the course. No more than 9 units can be credited in this way.

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.

Early Childhood Studies

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, and health and human services. These careers include infant/toddler and preschool teachers, early interventionists, and 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.

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Bachelor of Arts Degree in Early Childhood Studies - (120 units)

Lower Division Requirements	18-19
Upper Division Requirements	48
American Institutions Requirement . . . . .	.6
University Electives	48
TOTAL	120 units

Lower Division Requirements - 18-19 units

ART	102	Multicultural Children's Art, GE C1, C3b	3
ECS	101	Introduction to Early Childhood Education, GE D.	3
ECS	150	Foundations of Child and Adolescent Development (PSY)	3
ECS	221	Child, Family and Community in California in the 21st Century.	3
ENGL	212	Introduction to Children's Literature	3

Spanish College Level - 3-4 units

Select one of the following:

SPAN	101	Elementary Spanish I, GE C3a	4
SPAN	102	Elementary Spanish II, GE C3a	4
SPAN	201	Intermediate Spanish I, GE C3a, C3b . . .	4
SPAN	202	Intermediate Spanish II, GE C3a, C3b . . .	4

SPAN	211	Spanish for Heritage Speakers I, GE C3a	4
SPAN	212	Spanish for Heritage Speakers II, GE C3a	4
SPAN	301	Advanced Spanish: Part I.	3
SPAN	302	Advanced Spanish: Part II.	3

Upper Division Requirements - 48 units

ECS	320	Early Childhood Service Delivery Models and Programs for Young Children . . .	3
ECS	322	Early Childhood Program Administration	3
ECS	325	Typical and Atypical Development: Birth-Age 8	3
ECS	456	Working with Parents.	3
ECS	460	Infant/Toddler Assessment and Intervention	3
ECS	461	Infant/Toddler Student Teaching and Seminar	4
ECS	462	Theory, Methods, and Applications in Bilingual Education.	3
ECS	463	Consultation and Communication with Families and Professionals. (<i>Senior standing</i>)	3
ECS	468	Early Numeracy and Literacy for Children Ages 3-8	3
ECS	470	Preschool/Primary Assessment and Teaching Strategies.	3
ECS	471	Preschool/Primary Student Teaching and Seminar	4
EDUC	512	Equity, Diversity and Foundations of Schooling, GE C3b (<i>Senior standing</i>)	3
ENGL	475	Language in Social Context.	3
HLTH	322	Health Issues in Education, GE E . . .	2
PHED	302	Motor Learning, Fitness and Development in Children, GE E	2
SPED	345	Individuals with Disabilities in Society (PSY), GE D, E, INTD	3

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

Additional courses:

COMP	101	Computer Literacy, GE B4	3
HIST	211	World Civilizations: Origins to 1500, GE D	3
HIST	369	California History & Culture	3
MATH	208	Modern Mathematics for Elementary Teaching I: Numbers & Problem Solving, GE B3	3
MATH	308	Modern Mathematics for Elementary School Teaching II-Geometry, Probability and Statistics	3
PHSC	170	Foundations in Physical Science, GE B1	4

Economics

MARTIN V. SMITH
**SCHOOL of
BUSINESS &
ECONOMICS**

Programs Offered

- Bachelor of Arts in Economics
 - Option in International Economics
 - Option in Managerial Economics
- Minor in Economics

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 encouraged to select one of the two options: International Economics or Managerial Economics and also pursue minors to deepen their connections to other disciplines.

Careers

The Martin V. Smith School of Business and Economics programs prepares 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 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 results.
- Communicate effectively in written, spoken and graphical form about economic issues.

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Bachelor of Arts in Economics - (120 units)

Lower Division Major Requirements	9-10
Upper Division (UD) Major Requirements	19
UD Major Electives Requirements or Option	12-17
General Education Requirement	48
American Institutions Requirement	6
Free Electives	20-26
TOTAL	120 units

Lower Division Major Requirements 9-10 units

ECON 110	Principles of Microeconomics	3
ECON 111	Principles of Macroeconomics	3

Select either:

MATH 140	Calculus for Business Applications	3
	(Prereq: Passing Score on Calculus Placement Exam or MATH 101 or 105)	

or

MATH 150	Calculus I	4
	(Prereq: Passing Score on Calculus Placement Exam or MATH 101 or 105)	

Upper Division Major Requirements - 19 units

ECON 310	Intermediate Microeconomics	3
	(Prereq: ECON 110, 111 & MATH 140 or 150)	
ECON 311	Intermediate Macroeconomics.	3
	(Prereq: ECON 110, 111 & MATH 140 or 150)	
ECON 488	Econometrics	4
	(Prereq: MATH 202 or 329 or 352, ECON 310 or 329 & MATH 150)	
ECON 496	Seminar in Economic Analysis.	3
	(Prereq: ECON 310 & 311)	
ECON 499	Capstone	3
	(Prereq: ECON 310, 311, 488 & senior standing)	

Select either:

MATH 329	Applied Statistics for Business and Economics	3
	(Prereq: MATH 101 or 105)	

or

MATH 352	Probability and Statistics	3
	(Prereq: MATH 151)	

Upper Division Major Elective Requirements 12 units

Select a minimum of four upper division courses in economics (or approved courses outside of economics) as follows:

- A minimum of two courses must be taken from interdisciplinary courses offered by Economics.
ECON 330-349 or 430-449 course 3
ECON 330-349 or 430-449 course 3
- A minimum of two economics courses at the 400 level.
ECON 400 level course 3
ECON 400 level course 3

Note: ECON 492 may not be taken to fulfill the requirements of the economics major. ECON 497 must be taken for 3 units in order to be applied to the major.

Options - 12-17 units

In lieu of the Upper Division Electives above, students may choose to complete one of the following Options:

1. International Economics Option - 17 units

Select a minimum of two courses in the same foreign language or equivalent. [for example, SPAN 101 and 102] *ASL courses will not be accepted.*

Foreign Language I	4
Foreign Language II.	4

Note: This requirement represents one additional course beyond the CI foreign language requirement.

Select a minimum of three upper division courses in economics (or approved courses outside of economics) as follows:

ECON	471	International Trade	3
		(Prereq: ECON 310 or 329)	
ECON	473	Development Economics	3
		(Prereq: ECON 310 or 311)	

Select one of the following:

ECON	370	The World Economy	3
		(Prereq: ECON 111)	
ECON	444	Values and Valuables (ANTH)	3
		(Prereq: ANTH 102 or ECON 110)	
ECON	472	International Macroeconomics	3
		(Prereq: ECON 311 or 320)	
POLS	328	United States Foreign Policy	3

Note: ECON 492 and 497 may not be taken to meet the requirements of the economics major.

2. Managerial Economics Option - 12 units

Select a minimum of four upper division courses in economics (or approved courses outside of economics) as follows:

FIN	300	Business Finance	3
		(Prereq: ACCT 220 & MATH 140 or 150)	

Select either:

ECON	320	Money and Banking	3
		(Prereq: ECON 110, 111 & MATH 140 or 150)	

or

ECON	329	Managerial Economics	3
		(Prereq: ECON 110, 111 & MATH 140 or 150)	

Select either:

ECON	471	International Trade	3
		(Prereq: ECON 310 or 329)	

or

ECON	472	International Macroeconomics	3
		(Prereq: ECON 311 or 320)	

- A minimum of one course must be taken from cross-disciplinary courses offered by Economics.
ECON 330-349 or 430-449 course 3

Note: Students selecting this emphasis must take either ECON 320 or 329, but may not take both courses for credit in the major.

Note: ECON 492 may not be taken to fulfill the requirements of the economics major. ECON 497 must be taken for 3 units in order to be applied to the major.

Supporting & Other GE Requirements

75-81 units

General Education	48
American Institutions	6
Free Electives	21-27

Minor in Economics - (21-22 units)

The economics minor familiarizes students with the tools of economic analysis, and applies these tools to economic decisions made by individuals in their personal and professional lives, and to the workings of national economies and the world economy.

Careers

The economics minor is suitable for students desiring careers in all fields of business, education, journalism, law and government.

Lower Division Requirements - 9-10 units

ECON	110	Principles of Microeconomics	3
ECON	111	Principles of Macroeconomics	3

Select either:

MATH	140	Calculus for Business Applications	3
		(Prereq: Calculus Placement Exam or MATH 101 or 105)	

or

MATH	150	Calculus I	4
		(Prereq: Calculus Placement Exam or MATH 105)	

Upper Division Requirements - 6 units

Select either:

ECON	310	Intermediate Microeconomics	3
		(Prereq: ECON 110, 111, and MATH 140 or 150)	

or

ECON	329	Managerial Economics	3
		(Prereq: ECON 110, 111, and MATH 140 or 150)	

Select either:

ECON	311	Intermediate Macroeconomics	3
		(Prereq: ECON 110, 111, and MATH 140 or 150)	

or

ECON	320	Money and Banking	3
		(Prereq: ECON 110, 111, and MATH 140 or 150)	

Electives - 6 units

Additional upper division courses in economics. (Minimum total of 21 units)

Note: For Business Majors only

Courses used to fulfill Upper Division Interdisciplinary and Emphasis requirements may not be used (double counted) for ECON minor electives.

School of Education

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 Mild to Moderate Teaching Credential
- Master of Arts in Education
 - Educational Leadership
 - Special Education
 - Curriculum and Instruction
- Administrative Services Credential
- Bilingual Authorization to accompany Multiple Subject, Single Subject or Education Specialist Teaching Credential
- Bilingual Authorization for experienced Credentialed 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 Services and Field Placement

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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

1. **Application** — Apply to both the University Admissions office and the School of Education. Applications to 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	3

EDUC	521	Field Experience	1
PSY	345	Individuals with Disabilities in Society (SPED)	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

And either:

- | | | | |
|-----------|-----|--|---|
| CHS | 350 | Chicana/o History and Culture (HIST) | 3 |
| or | | | |
| EDUC | 445 | Chicano Child and Adolescent | 4 |
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 60 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.
 9. **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.
 11. **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/CS17_testselection.asp

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 - 40 units **Multiple Subject Credential with Bilingual Authorization - 46 units**

EDMS	522	Literacy 1: Multicultural/Multilingual . . .	4
EDMS	523	Literacy 2: Multicultural/Multilingual . . .	4
EDMS	525	Modern Methods in Mathematics Teaching to Grades K-3	3
EDMS	526	Modern Methods in Mathematics Teaching to Grades 4-6	2
EDMS	527	History, Social Studies and Integrated Arts	4
EDMS	529	Science, Health & Physical Education . . .	4
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 Multiple Subject	6
EDMS	576	Advanced Student Teaching Seminar Multiple Subject	2
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 enroll in the full-time program **40 units (46 units with Bilingual Authorization)**. Students planning to take three to six semesters to complete the program (**42+ units, or 48+ 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

1. **Application** — Apply to both the University Admissions office and the School of Education. 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 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.

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	3
EDUC	521	Field Experience	1
ENGL	475	Language in Social Context	3
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

And either:

CHS/HIST	350	Chicano/a History and Culture	3
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or

EDUC	445	Chicano Child and Adolescent	4
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5. **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 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 to be admitted into the Single Subject Credential Program offered at CI. 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.
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 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/CS17_testselection.asp

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	2
EDSS	560	Access to Learning: Special Needs Learners	2
EDSS	570	Field Experience Middle School (Part-time program only).	1
EDSS	571	Student Teaching Seminar-Middle School	2
EDSS	575	Student Teaching Middle School.	6
EDSS	580	Field Experience High School (Part-time program only).	1
EDSS	581	Student Teaching Seminar-High School.	2
EDSS	585	Student Teaching High School.	6

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

Students take two courses from one of the following subject matter areas: mathematics, science, English, or history/social studies:

Students seeking a Single Subject Credential in mathematics take the following courses:

EDSS	531	Teaching Mathematics in Middle Schools	3
EDSS	541	Teaching Mathematics in High Schools	4

Students seeking a Single Subject Credential in science take the following courses:

EDSS	532	Teaching Science in Middle Schools	3
EDSS	542	Teaching Science in High Schools	4

Student seeking a Single Subject Credential in English take the following courses:

EDSS	533	Teaching English in Middle Schools . . .	3
EDSS	543	Teaching English in High Schools . . .	4

Student seeking a Single Subject Credential in History/Social Studies take the following courses:

EDSS	534	Teaching Social Studies in Middle Schools	3
EDSS	543	Teaching Social Studies in High Schools	4

Students completing the program in two semesters should enroll in the full-time program 30 units (36 units with Bilingual Authorization). Students planning to take three to six semesters to complete the program should enroll in the part-time program 31-34 units (37-40 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 Admissions office and the School of Education. 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	475	Language in Social Context	3
EDUC	512	Equity, Diversity and Foundations 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	3
EDML	617	The Socio-cultural Context of Schooling: Teaching and Learning in a Bilingual-Multicultural Context	3

And either:

CHS/HIST	350	Chicano/a History and Culture	3
or			
EDUC	445	Chicano Child and Adolescent	4

5. **U.S. Constitution** — Knowledge of the U.S. Constitution demonstrated by completion of 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 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.
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.

Certification in adult, infant and child Cardiopulmonary Resuscitation (CPR) competency is required by the CCTC for initial issuance of a teaching credential.

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/CS17_testselection.asp

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	4
SPED	541	Foundations of Special Education	3
SPED	542+	Managing Learning Environments	3
SPED	543+	Curriculum and Instruction for Special Education I	4
SPED	544+	Curriculum and Instruction for Special Education II	4
SPED	545+	Assessment of Students with Disabilities	3
SPED	560	Access to Learning: A Focus on Individual Differences	2
SPED	570	Student Teaching in Special Education I	6
SPED	571	Student Teaching Seminar	1
SPED	580	Student Teaching in Special Education II	6
SPED	581	Student Teaching Seminar	2

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

+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 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	3
SPED	542	Managing Learning Environments	3
SPED	543	Curriculum and Instruction for Special Education I	4
SPED	544	Curriculum and Instruction for Special Education II	4
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
<i>(Repeated each semester for up to 12 units)</i>			

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.

* Interns must enroll in SPED 585 each semester.

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/CS17_testselection.asp

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. Three specializations are offered:

- Educational Leadership
- Special Education
- Curriculum and Instruction

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 **30** 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 Administrative 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

1. **Application** — Apply to both the University Admissions office and the School of Education.
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 School of Education.
5. **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:
EDUC 561 Teaching with Technology. 3
or equivalent
- 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
EDUC 615	Principles of Educational Research	3

Select either:

EDUC 616	Masters Thesis	1-3
	(Continuing registration required)	
or		
EDUC 618	Comprehensive Examination	1-3
or		
EDUC 619	Masters Project	1-3

Required Courses for Specialization in Educational Leadership - 27 units

EDPL 610	Foundations of Curriculum, Instruction and Assessment	3
EDPL 620	Instructional Leadership of the Collaborative Inclusive School	3
EDPL 621	Law and School Management	3
EDPL 622	School Finance and Principles of Applied Leadership.	3
EDPL 623	Understanding and Influencing Organizations in Diverse Communities .	3
EDPL 624	Human Resource Management in Education Settings	3
EDPL 625	Building Collaborative, Inclusive Learning Communities	3

EDPL 631	Professional Development/Fieldwork I .	2
EDPL 632	Professional Development/Fieldwork II .	4

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.
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.

Prerequisites

An approved teaching credential and teaching experience.

Masters Core Courses - 9 units

EDUC	605	Education in a Diverse Society	3
EDUC	615	Principles of Educational Research	3

Select either:

EDUC	616*	Masters Thesis	1-3
<i>(Continuing registration required)</i>			

or

EDUC	618	Comprehensive Examination	1-3
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or

EDUC	619	Masters Project	1-3
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* (MA students in the Special Education Specialization must take 3 units of EDUC 616 or 3 units of EDUC 618 or 3 units of 619.)

Required Courses for Master of Arts:

Special Education - 18 units

SPED	541	Foundations of Special Education	3
SPED	542	Managing Learning Environments	3
SPED	641	Advanced Perspectives in Special Education	3
SPED	643	Advanced Assessment and Instructional Practices for Diverse Learners	3
SPED	690	Advanced Topics: Special Education	3
EDUC	617	Action Research	3

Electives - 3 units

In addition choose one course from the following list:

EDCI	602	Issues in Secondary Education	3
EDCI	610	Research on Teaching	3
SPED	655	Historical and Contemporary Portraits of Disabilities and Special Education	3
EDUC	431	Education Policy and Politics (POLS)	3
EDUC	661	Advanced Teaching with Technology	3
EDPL	610	Foundations of Curriculum, Instruction and Assessment	3
EDPL	620	Instructional Leadership of the Collaborative Inclusive School	3
EDPL	621	Law and School Management	3
EDPL	622	School Finance and Principles of Applied Leadership	3
EDPL	623	Understanding and Influencing Organizations in Diverse Communities	3
EDPL	624	Human Resource Management in Education Settings	3
EDPL	625	Building Collaborative, Inclusive Learning Communities	3
SOC	418	Sociology of Education	3
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.

Master of Arts in Education: Curriculum and Instruction

Curriculum and Instruction Specialization

32-34 units

The Master of Arts in Education provides advance preparation for educational professionals and leaders. The specialization in Curriculum and Instruction (C&I) is intended for educators who are seeking to enhance their knowledge and skills in curriculum, teaching and learning, educational research and assessment towards promoting student learning.

Careers

A Master of Arts in Education with a specialization in Curriculum and Instruction offers the opportunity for PreK-12 teachers to enhance their knowledge and skills as they pertain to the PreK-12 classroom. By combining theory and practice teachers will be able to improve their own classroom practices, be in a position to assume instructional leadership, curriculum design roles, and professional training in their schools or districts. This specialization positions educators to pursue graduate work at the doctoral level.

Admissions Requirements

1. **Application** — Apply to both the University Admissions office and the School of Education.
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. Must have a BA or BS degree. Cumulative grade point average of 3.0 in the last 60 units is required to be accepted into the Master of Education Curriculum and Instruction Specialization.
3. **Experience** — Documentation of at least one year of successful teaching experience.
4. **Two Letters of Recommendation** — Two letters of recommendation from professionals who are knowledgeable of the candidate's professional work, one of whom is the candidate's current school administrator or employer.
5. **Interview** — Interview with School of Education Admissions Committee.
6. **Writing Sample** — A written statement of purpose (500-600 word essay) describing why the candidate desires to pursue a Master of Education in Curriculum and Instruction. This essay will include reflection on teacher preparation experiences thus far, personal professional goals, and ways in which the candidate's knowledge and skills will be developed to achieve these goals.

Prerequisites

An approved teaching credential and/or a minimum of one year teaching experience.

Masters Core Courses - 7-9 units

EDUC	605	Education in a Diverse Society	3
EDUC	615	Principles of Educational Research	3

Select either:

EDUC	616	Masters Thesis	1-3
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or

EDUC	618	Comprehensive Examination	1-3
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or

EDUC	619	Masters Project	1-3
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Required Courses for Specialization in Curriculum and Instruction - 10 units

EDCI	600	Curriculum: History and Analysis.	3
EDCI	605	Assessment in the Classroom	4
EDCI	610	Research on Teaching	3

Electives - 15 units

(Six units must have an EDCI Prefix; 9 units must be 500-level and higher; Up to 6 units may be transferred from credential coursework or 500-level or higher education courses.)

EDCI	630	Advanced Issues in Early Childhood Studies	3
EDCI	635	Research, Policy, and Practice with Families and Young Children	3
EDCI	640	Issues in Elementary Education.	3
EDCI	641	Advanced Math Methods.	3
EDCI	642	Science Education - Advanced Methods	3
EDCI	643	English Education - Advanced Methods	3
EDCI	645	Issues in Secondary Education.	3
EDCI	650	Cooperative Learning.	3
EDCI	655	Advanced Classroom Management Theory	3
EDUC	431	Education Policy and Politics (POLS cross listed)	3
EDUC	650	Critical Friends Group as Professional Learning Community	3
EDUC	661	Advanced Teaching with Technology.	3
EDML	617	The Socio-cultural Context of Schooling: Teaching & Learning in a Bilingual-Multicultural Context	3
EDPL	610	Foundations of Curriculum, Instruction and Assessment	3
EDPL	620	Instructional Leadership of the Collaborative Inclusive School.	3
EDPL	621	Law and School Management	3
EDPL	622	School Finance and Principles of Applied Leadership	3
EDPL	623	Understanding and Influencing Organizations in Diverse Communities	3
EDPL	624	Human Resource Management in Education Settings	3
EDPL	625	Building Collaborative, Inclusive Learning Communities	3
SPED	655	Historical and Contemporary Portraits of Disabilities and Special Education.	3

Select 600 level MA in English courses

- with consent of instructor.*

Select 400 level and above Mathematics courses

- with consent of instructor.*

All 400 level and above Biology courses

- with consent of instructor.*

All 400 level and above History courses

- with consent of instructor.*

* See MA in Education Program Advisor for a list of available elective courses in these areas.

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+.

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 CIAD, 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/CS17_testselection.asp

The Following Course Work or Equivalent Must Be Completed:

The Culture Of Emphasis - 6-7 units

HIST	361	Modern Latin American History	3
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And either:

CHS/HIST	350	Chicano/A History And Culture	3
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or

EDUC	45	Chicano Child and Adolescent	4
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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/CS17_testselection.asp

Bilingual Education And Bilingualism, Intercultural Communication, Instruction and Assessment - 9 units

EDM	563	Primary Language Schooling in the US, Grades K-12 1	3
EDML	564	Primary Language Schooling in the US, Grades K-12 2	3
EDML	617	The Socio-cultural Context of Schooling: Teaching and Learning in a Bilingual-Multicultural Context	3

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 copywriter, 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

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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 12 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 Division Requirements - 24 units

The upper division English core is designed to provide students with a broad background in literature, solid foundations in theory and criticism, and experience in writing to learn.

ENGL 315	Introduction to Language Structure and Linguistics	3
ENGL 330	Interdisciplinary Writing	3
ENGL 349	Perspectives on Multicultural Literature	3
ENGL 360	Literary Theory	3
ENGL 499	Capstone Project/ Senior Seminar.	3

Select two of the following three courses:

ENGL	325	Major Non-Western Authors	3
ENGL	326	Major British & European Authors	3
ENGL	327	Major American Authors	3

Select one of the following two courses:

ENGL	332	Teaching Dramatic Literature (PATH)	3
ENGL	410	Shakespeare's Plays (PATH)	3

Required Sequence - 6 units

The sequence requirement allows students to explore an area of interest in more depth. Students choose one of the following sequences.

Sequence A

ENGL	354	Studies in Cultural Literatures.	3
<i>(Repeatable by Topic)</i>			

Plus one of the following courses:

ENGL	311	Bilingual Literary Studies/Estudios Literarios Bilingües (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	430	Tradition and Transformation: Literature, History and Cultural Change (HIST)	3
ENGL	432	Arts of the Harlem Renaissance (ART/PAMU)	3
ENGL	433	Gay/Lesbian/Bisexual/Transgender Studies (GEND)	3

or**Sequence B**

ENGL	260	Perspectives in Creative Writing	3
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Plus one of the following courses:

ENGL	461	Fiction Writing	3
<i>(Repeatable up to <u>6</u> units)</i>			
ENGL	462	Poetry Writing	3
<i>(Repeatable up to <u>6</u> units)</i>			
ENGL	463	Writing for the Stage	3
<i>(Repeatable up to <u>6</u> units)</i>			
ENGL	464	Creative Nonfiction	3
<i>(Repeatable up to <u>6</u> units)</i>			
ENGL	466	Screenwriting (PA)	3
<i>(Repeatable up to <u>6</u> units)</i>			

or**Sequence C**

ENGL	475	Language in Social Context.	3
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Plus one of the following courses:

ENGL	477	Adolescent Literature	3
ENGL	478	Writing as Reflective Practice	3

or**Sequence D**

ENGL	482	Technical and Business Writing	3
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Plus one of the following courses:

ENGL	480	Introduction to Grantwriting	3
ENGL	483	Technical Visual Communication	3

Electives - 6 units

(Courses used to meet the major requirements above cannot be selected as electives)

ENGL	210	Themes In World Literature	3
ENGL	251	Secrets of Academic Writing	3
ENGL	260	Perspectives in Creative Writing	3
ENGL	311	Bilingual Literary Studies/Estudios Literarios Bilingües (SPAN).	3
ENGL	325	Major Non-Western Authors	3
ENGL	326	Major British and European Authors	3
ENGL	327	Major American Authors	3
ENGL	328	Mythology	3
ENGL	331	Narratives of the Working Class (ECON/HIST/SOC/POLS)	3
ENGL	332	Teaching Dramatic Literature (PATH)	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	337	Literature of the Environment	3
ENGL	338	Science and Conscience (PHYS)	3
ENGL	339	Psychology and Literature (PSY)	3
ENGL	340	Business and Economics in American Literature (BUS/ECON).	3
ENGL	341	Modern American Drama and Theatre (PATH)	3
ENGL	342	Modern British and European Drama And Theatre (PATH).	3
ENGL	344	World Drama and Theatre (PATH)	3
ENGL	354	Studies in Cultural Literatures.	3
<i>(Repeatable by topic)</i>			
ENGL	378	Contemporary Native American Authors: Telecourse	3
ENGL	400	Contemporary Literature	3
ENGL	410	Shakespeare's Plays (PATH)	3
ENGL	412	Drama of Ancient Greece (PATH)	3
ENGL	430	Tradition and Transformation: Literature, History & Cultural Change (HIST)	3
ENGL	431	European Renaissance Literature & Art (ART)	3
ENGL	432	Arts of the Harlem Renaissance (ART/PAMU)	3
ENGL	433	Gay/Lesbian/Bisexual/Transgender Studies (GEND)	3
ENGL	444	Original Practice in Renaissance Drama (PATH)	3
ENGL	456	Women's Fiction	3
ENGL	461	Fiction Writing	3
ENGL	462	Poetry Writing	3
ENGL	463	Writing for the Stage	3
ENGL	464	Creative Nonfiction	3
ENGL	466	Screenwriting (PA)	3
ENGL	474	Approaches to English Grammar	3
ENGL	475	Language in Social Context.	3
ENGL	477	Adolescent Literature	3
ENGL	478	Writing as Reflective Practice	3
ENGL	482	Technical and Business Writing	3
ENGL	483	Technical Visual Communication	3

Required Supporting and Other GE Courses**72 units**

Electives	18
American Institutions Requirement	6
General Education	48

6 units of UDIGE can be double counted in the major

3 units must be outside the major and outside any optional emphasis.

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 9 units from at least two other genre courses, giving them a total of 12 upper division Creative Writing course credits:

ENGL 461	Fiction Writing.	3
	(Repeatable up to <u>6</u> units)	
ENGL 462	Poetry Writing	3
	(Repeatable up to <u>6</u> units)	
ENGL 463	Writing for the Stage and Screen	3
	(Repeatable up to <u>6</u> units)	
ENGL 464	Creative Non-Fiction	3
	(Repeatable up to <u>6</u> units)	
ENGL 466	Screenwriting (PA)	3
	(Repeatable up to <u>6</u> units)	

plus

ENGL 465	Creative Writing Project	3
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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 9 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.	3
	(Repeatable by topic)	
ENGL 430	Tradition and Transformation: Literature, History, and Cultural Change (HIST)	3
ENGL 432	Arts of the Harlem Renaissance (ART/PAMU)	3

ENGL 433	Gay/Lesbian/Bisexual/Transgender Studies (GEND)	3
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plus

ENGL 454	Multicultural Literature Project/Seminar	3
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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 6 units of electives that are required for the English BA are incorporated into this emphasis and there is no need for an additional 6 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 15 units from the following:

ENGL 210	Themes in World Literature	3
ENGL 474	Approaches to English Grammar	3
ENGL 477	Adolescent Literature	3
ENGL 478	Writing as Reflective Practice	3
EDUC 330	Introduction to Secondary Schooling	3
COMM 345	Media Literacy And Youth Culture (EDUC)	3

Certificate in Technical Writing - (18 units)***(Open to All Students)***

The Certificate in Technical Writing is designed to provide students who are interested in the use of technical writing with industry skills and knowledge. Specifically, by completion of the program, certificate students will be able to:

1. Create professional written, oral, and visual communication for specific purposes and diverse audiences and contexts.
2. Apply structural and stylistic conventions appropriate to the industry.
3. Employ industry-specific software to design, create, and/or select multimedia components and integrate them into print, broadcast, and online media-rich resources.
4. Gain access to scientific and technical concepts using research techniques and translate the concepts into relatable ideas in natural language.
5. Apply the process of writing and the processes of the industry to develop technical documents in a variety of contexts.
6. Utilize professional communication skills both collaboratively and individually to produce materials, resolve problems and formulate solutions.
7. Prepare for employment opportunities in technical writing locally, regionally, and nationally.

The certificate requires the following (Note that students may not double count courses in the certificate toward their required sequence in the English major): **15-18 units**

ENGL 330	Interdisciplinary Writing.	3
ENGL 480	Introduction to Grantwriting	3
ENGL 482	Technical and Business Writing	3
ENGL 483	Technical Visual Communication	3
ENGL 492	Internship	3

Plus one of the following software courses*:

IT	280	Web Programming (Recommended)	3
ART	108	Visual Technologies	3
ART	204	Graphic Design	3
ART	205	Multimedia	3
COMP	102	Web Development	3

*Students may petition for exception with evidence of 1-year active membership on the CI Campus Yearbook (or CI Newspaper) and evidence of proficiency in current software.

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	3
ENGL	150	British and European Literature I	3
ENGL	220	American Literature II	3
ENGL	250	British and European Literature II	3

Upper Division Requirements - 9 units

ENGL	330	Interdisciplinary Writing	3
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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	210	Themes in World Literature	3
ENGL	251	Secrets of Academic Writing	3
ENGL	260	Perspectives in Creative Writing	3
ENGL	311	Bilingual Literary Studies/Estudios Literarios Bilingües (SPAN)	3
ENGL	315	Introduction to Language Structure and Linguistics	3
ENGL	325	Major Non-Western Authors	3
ENGL	326	Major British and European Authors	3
ENGL	327	Major American Authors	3
ENGL	328	Mythology	3
ENGL	331	Narratives of the Working Class (ECON/HIST/POLS/SOC)	3
ENGL	332	Teaching Dramatic Literature (PATH)	3

ENGL	333	Multicultural Drama in Performance and 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	337	Literature of the Environment	3
ENGL	338	Science and Conscience (PHYS)	3
ENGL	339	Psychology and Literature (PSY)	3
ENGL	340	Business and Economics in American Literature (BUS/ECON)	3
ENGL	341	Modern American Drama and Theatre (PATH)	3
ENGL	342	Modern British and European Drama And Theatre (PATH)	3
ENGL	344	World Drama and Theatre (PATH)	3
ENGL	349	Perspectives on Multicultural Literature	3
ENGL	354	Studies In Cultural Literatures	3
<i>(Repeatable by topic)</i>			
ENGL	360	Literary Theory	3
ENGL	378	Contemporary Native American Authors: Telecourse	3
ENGL	400	Contemporary Literature	3
ENGL	410	Shakespeare's Plays (PATH)	3
ENGL	412	Drama of Ancient Greece (PATH)	3
ENGL	430	Tradition and Transformation: Literature, History & Cultural Change (HIST)	3
ENGL	431	European Renaissance Literature & Art (ART)	3
ENGL	432	Arts of the Harlem Renaissance (ART/PAMU)	3
ENGL	433	Gay/Lesbian/Bisexual/Transgender Studies (GEND)	3
ENGL	444	Original Practice in Renaissance Drama (PATH)	3
ENGL	456	Women's Fiction	3
ENGL	461	Fiction Writing	3
ENGL	462	Poetry Writing	3
ENGL	463	Writing for the Stage	3
ENGL	464	Creative Nonfiction	3
ENGL	466	Screenwriting (PA)	3
ENGL	474	Approaches to English Grammar	3
ENGL	477	Adolescent Literature	3
ENGL	478	Writing as Reflective Practice	3
ENGL	482	Technical and Business Writing	3
ENGL	483	Technical Visual Communication	3

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

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Contact Information

<http://esrm.csuci.edu/>

Bachelor of Science Degree in Environmental Science & Resource Management - (120 units)

Lower Division Requirements - 37-39 units

BIOL	200	Principles of Organismal and Population Biology	4
BIOL	201	Principles of Cell and Molecular Biology	4
CHEM	121	General Chemistry I	4
CHEM	122	General Chemistry II	4
ECON	110	Principles of Microeconomics	3
ECON	111	Principles of Macroeconomics	3
ESRM	100	Introduction to Environmental Science and Resource Management	3
ESRM	200	Principles of Resource Management, Conservation, and Stewardship	3

Select one of the following:

MATH	140	Calculus for Business Applications	3
MATH	150	Calculus I	4

Select one of the following:

GEOL	121	Physical Geology	4
GEOL	122	Historical Geology	3

Select one of the following:

BIOL	203	Quantitative Methods for Biology	3
MATH	202	Biostatistics (PSY)	3
MATH	329	Statistics for Business and Economics	3

Upper Division Requirements - 27 units

BIOL	433	Ecology and the Environment	4
ECON	362	Environmental Economics	3
ENGL	337	Literature of the Environment	3
ESRM	313	Conservation Biology (BIOL)	4
ESRM	328	Introduction to Geographical Information Systems	3
ESRM	329	Environmental Law and Policy	3
ESRM	341	The National Park (POLS)	3

or

ESRM	342	Environmental History (HIST)	3
ESRM	491	Capstone Preparation	1
ESRM	499	Capstone	3

All students must select an emphasis in Environmental Science or Resource Management and the associated coursework.

Emphasis in Environmental Science - 16 units

ESRM	352	Theory and Practice of Ecological Restoration	3
CHEM	250	Quantitative Analysis	3
CHEM	251	Quantitative Analysis Laboratory	1

Select a total of 9 units from the following courses:

BIOL	301	Microbiology	4
BIOL	310	Vertebrate Biology	4
BIOL	312	Marine Biology	4
BIOL	316	Invertebrate Zoology	4
BIOL	333	Emerging Public Health Issues	3
BIOL	334	Natural History of Ventura County	3
BIOL	402	Toxicology	3
BIOL	432	Principles of Epidemiology and Environmental Health	3
BIOL	450	Ichthyology: The Biology of Fishes	4
BIOL	451	Ornithology	4

CHEM	311	Organic Chemistry I	3
CHEM	312	Organic Chemistry I Laboratory	1
CHEM	314	Organic Chemistry II	3
CHEM	315	Organic Chemistry II Laboratory	1
CHEM	318	Biological Chemistry	3
CHEM	344	Energy and Society (PHYS)	3
ENGL	482	Technical Writing	3
ENGL	483	Technical Visual Communication	3
ESRM	350	Ecological Restoration Design and Construction	4
ESRM	351	Field Methods: Monitoring and Assessment	4
ESRM	428	Intermediate Geographic Information Systems	4
ESRM	443	Environmental Communication (COMM)	3
ESRM	492	Service Learning/Internship	3
ESRM	494	Independent Research	1-3
MATH	430	Research Design and Data Analysis	3
PHYS	201	General Physics II	4

Emphasis in Resource Management - 16 units

Select three courses from the following:

ESRM	428	Intermediate Geographic Information Systems	4
ESRM	462	Coastal and Marine Resource Management	4
ESRM	463	Water Resources Management	4
ESRM	464	Land Use Planning and Open Space Management	4

Select a total of 4 units from the following courses:

BIOL	311	Plant Biology and Ecology	4
BIOL	450	Ichthyology: The Biology of Fishes	4
BIOL	451	Ornithology	4
ECON	464	Natural Resource Economics	3
ECON	480	Topics in Environmental and Natural Resource Economics	3
ECON	488	Applied Managerial Econometrics	4
ENGL	482	Technical Writing	3
ENGL	483	Technical Visual Communication	3
ESRM	332	Human Ecology (ANTH)	3
ESRM	352	Theory and Practice of Ecological Restoration	3
ESRM	410	Environmental Impact Assessment	3
ESRM	428	Intermediate Geographic Information Systems	4
ESRM	482	Issues in Environmental Planning and Resource Management	3
ESRM	492	Service Learning/Internship	3
ESRM	494	Independent Research	1-3
MATH	430	Research Design and Data Analysis	3
MGT	307	Management of Organizations	3
MGT	428	Contract Management	3

Required Supporting and Other GE Courses

38-40 units

University Electives	14-16
American Institutions Requirement	6
Other GE Courses	18

Minor in Environmental Science & Resource Management - (21 units)

The Environmental Science & Resource Management minor provides non-majors with the opportunity to explore environmental issues and examine human impacts on natural systems. It provides students with an understanding of how their personal choices affect the environment around them. In addition, it equips students for further study in environmental science, law, policy, or management.

Lower Division Requirements - 6 units

ESRM	100	Introduction to Environmental Science & Resource Management	3
ESRM	200	Principles of Resource Management, Conservation, and Stewardship	3

Upper Division Requirements - 15 units

ESRM	313	Conservation Biology (BIOL)	4
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Select two of the following courses:

ESRM	462	Coastal and Marine Resource Management	4
ESRM	463	Water Resources Management	4
ESRM	464	Land Use Planning and Open Space Management	4

Select 3 units from any of the following courses:

BIOL	334	Natural History of Ventura County	3
BIOL	345	Science and Public Policy (POLS)	3
CHEM	250	Quantitative Analysis	3
CHEM	251	Quantitative Analysis Lab	1
CHEM	311	Organic Chemistry I	3
CHEM	312	Organic Chemistry I Laboratory	1
ECON	362	Introduction to Environmental Economics	3
ECON	488	Applied Managerial Econometrics	4
ENGL	337	Literature of the Environment	3
ESRM	340	Politics and the Environment (POLS)	3
ESRM	342	Environmental History (HIST)	3
ESRM	440	Population Studies (SOC)	3
ESRM	443	Environmental Communication (COMM)	3
Any other 300-400 level ESRM course			3-4

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.

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Minor in Global Studies - (19-37 units)**Lower Division Requirements - 6 units****Core Courses:**

GLST 200 Introduction to Global Studies 3

Select either:

GEOG 201 Cultural and Historical Geography
of the World 3

or

POLS 103 Introduction to International Politics 3

Upper Division Requirements - 12 units

Twelve units required from a minimum of two (2) discipline areas. Only one 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, Communication and Performing Arts**

ART	330*	Critical Thinking in a Visual World . . .	3
ART	331*	Art, Society, and Mass Media (COMM).	3
ART	332*	Multicultural Art Movements	3
ART	433*	Women in the Arts	3
ART	436*	Modern Art	3
COMM	321*	Multicultural Conversations	3
PAMU	332*	World Music	3
PATH	344*	World Drama and Theatre (ENGL) . . .	3

Business and Economics

BUS	331*	Biotechnology in the Twenty-First Century (BIOL).	3
BUS	448*	Globalization and Development (ECON/SOC)	3
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

Global Studies

GLST	435	Global Cities	3
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Languages and Literatures

ENGL	325	Major Non-Western Authors	3
ENGL	326	Major British and European Authors . .	3
ENGL	344*	World Drama and Theatre (PATH) . . .	3
ENGL	354	Studies in Cultural Literatures.	3
SPAN	301*	Advanced Spanish: Part One	3
SPAN	302*	Advanced Spanish: Part Two	3
SPAN	411	Civilizations and Cultures of Latin America	3
SPAN	461	Masterpieces of Latin American Literature	3

Sciences

BIOL	331*	Biotechnology in the Twenty-First Century (BUS)	3
BIOL	333*	Emerging Public Health Issues	3
BIOL	335*	The Biosphere	3
BIOL	433*	Ecology and the Environment	3
CHEM	301	Environmental Chemistry	3
ESRM	332*	Human Ecology (ANTH)	3
ESRM	440*	Population Studies (SOC)	3
ESRM	483	Issues in Global Resource Management	3

Social Sciences

ANTH	332*	Human Ecology (ESRM)	3
ANTH	442*	The African Diaspora (HIST)	3
CHS	401	Latina/o Workers in a Global Economy	3
HIST	320	European History, 1945-Present	3
HIST	361*	History of Modern Latin America . . .	3
HIST	365*	Themes in World History	3

History

HIST	366	Oceans of World History	3
HIST	380	History of the Pacific Islands	3
HIST	396	East Asia: Then and Now	3
HIST	413*	World Religions and Classical Philosophies	3
HIST	415	Society and Radicalism	3
HIST	451	History of Africa Since 1800	3
HIST	452	History of Southern Africa Since 1600	3
POLS	327	International Relations of Selected Areas	3
POLS	328*	United States Foreign Policy	3
POLS	329	International Law and Organizations	3
POLS	334*	Peace Studies	3
POLS	351	International Relations of Africa	3
POLS	352	International Relations of Europe	3
POLS	353	International Relations of Latin America	3
POLS	354	International Relations of the Middle East	3
POLS	355	International Relations of South Asia	3
POLS	403	Comparative Foreign Policy	3
POLS	426	Politics of Developing Countries	3
PSY	344*	Psychology and Traditional Asian Thought	3
SOC	440	Population Studies (ESRM)	3
SOC	448*	Globalization and Development (BUS/ECON)	3

* General Education Courses

Corequisites - 1-19

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 forms; and
- Command good skills in historical research, analysis, and presentations.

Faculty

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Bachelor of Arts Degree in History - (120 units)

Required for the Major	46-48
Free Electives in any Discipline	21-23
General Education & American Institutions	51
TOTAL	120 units

Lower Division Required Courses - 15 units**World Civilizations - 6 units**

HIST 211*	World Civilizations: Origins to 1500	3
HIST 212*	World Civilizations: Since 1500	3

American History - 6 units

HIST 270†	The United States to 1877	3
HIST 271†	The United States Since 1877	3

Methodology - 3 units

HIST 280*	The Historian's Craft*.	3
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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 Chicana/o Art (ART/CHS)	3
HIST 334*	Narratives of Southern California (ENGL)	3
HIST 335*	American Ethnic Images in Novels and Film (ART/ENGL)	3
HIST 349*	History of Business and Economics in North America (BUS/ECON)	3
HIST 350†	Chicano History and Culture (CHS)	3
HIST 351	History of African Americans	3
HIST 369	California History and Culture	3
HIST 370	United States Colonial History	3
HIST 371	The Founding of the United States	3
HIST 372	United States Industrialization and Progressivism	3
HIST 373	American Labor History	3
HIST 374	United States Since 1945	3
HIST 401	United States Immigration History, 1840-1945.	3
HIST 402*	Southern California Chicana/o History and Culture (CHS)	3
HIST 403	The American Intellectual Tradition	3
HIST 420	History of Mexico	3
HIST 421	Revolutionary Mexico, 1876-1930	3
HIST 470	People and Everyday Life in Early America	3

World History - 9-12 units

Students should select at least three courses from the following list:

HIST 310	History of the Mediterranean	3
HIST 316	History of Medieval Europe, 800-1400	3
HIST 317	Renaissance and Reformation Europe 1350-1648.	3
HIST 318	The Age of Revolution In Europe 1648-1871.	3
HIST 319	European History, 1871-1945	3
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).	3
HIST 340*	History and Psychology of Nazi Germany (PSY)	3
HIST 342*	Environmental History (ESRM)	3
HIST 360*	History of Colonial Latin America	3
HIST 361*	History of Modern Latin America	3
HIST 365*	Themes in World History	3
HIST 366	Oceans of World History	3
HIST 380	History of the Pacific Islands.	3
HIST 391	Traditional China.	3
HIST 392	Modern China.	3
HIST 393	Contemporary China.	3
HIST 394	Traditional Japan	3
HIST 395	Modern Japan	3
HIST 396	East Asia: Then and Now	3
HIST 436*	Psychology and History of East Asian Warrior Cultures (PSY)	3
HIST 442*	The African Diaspora (ANTH)	3
HIST 451*	History of Africa Since 1800	3
HIST 452*	History of Southern Africa Since 1600.	3

Thematic History - 6 units

Students should select 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)	3
HIST	342	Environmental History (ESRM)	3
HIST	365*	Themes in World History	3
HIST	366	Oceans of World History	3
HIST	412*	Law and Society	3
HIST	413*	World Religions and Classical Philosophies	3
HIST	414	Women and Gender in History	3
HIST	415	Society and Radicalism	3
HIST	430*	Tradition and Transformation: Literature, History and Cultural Change (ENGL)	3

Historiography - 3 units

HIST	491	Historiography	3
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Capstone or Internship or Service Learning 1-3 units

HIST	492	Internship/Service Learning	1-3
HIST	494	Independent Research	1-3
HIST	497	Directed Studies	1-3
HIST	499	Capstone in History	1-3

Special Topics

(Can be used to fulfill major requirement-see Major advisor)

HIST	490	Special Topics	3
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Electives

(Do not fulfill major requirement; count toward "free electives in any discipline")

HIST	272†	Constitutional History of the US	3
HIST	275†	The United States to 1900 (for LS majors)	3
HIST	331*	Narratives of the Working Class (ECON/ENGL/SOC/POLS)	3
HIST	332*	Dance in History (PADA)	3
HIST	337*	Music in History (PAMU)	3
HIST	445*	Chicano Child and Adolescent (EDUC)	4

Double-Counting 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. Six of the 9 units can be double counted and three of the 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)	3
HIST	334	Narratives of Southern California (ENGL)	3
HIST	335	American Ethnic Images in Novels and Film (ART/ENGL)	3
HIST	339*	Business in China: Heritage and Change (BUS)	3
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)	3
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 three lower division History courses. They must select at least one course from each area listed below:

World 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.

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

Methodology - 3 units

HIST	280*	The Historian's Craft	3
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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
- Minor 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 IT Programming, Web Technology, Database Theory and Design, and Data Communications and Networking, while allowing for further depth in these or related areas such as e-Commerce, and Computer Security.

Program Learning Outcomes

Students graduating from the Information Technology 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 biotech industries with life-learning.

Faculty

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Bachelor of Science in Information Technology - (120 units)

Special Grade Requirements

A grade of C- or better is required in all prerequisites courses in the major

Lower Division Requirements	17
Core Courses	27
Upper Division Electives	18
Technology Electives	9
Capstone	4
General Education and Title V	42
University Electives	3
Total	120 units

Lower Division Requirements - 17 units

1. *Statistics 3 units*

Select one of the following:

MATH	201	Elementary Statistics	3
MATH	329	Statistics for Business and Economics	3
MATH	202	Biostatistics	3

2. *Two semesters of a Laboratory science:*

Physics, Chemistry, or Biology 8 units

BIOL	200	Principles of Organismal and Population Biology	4
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and

BIOL	201	Principles of Molecular and Cellular Biology	4
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or

CHEM	121	General Chemistry I	4
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and

CHEM	122	General Chemistry II	4
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or

PHYS	100	Introduction to Physics	4
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and

PHYS	101	Introduction to Physics II.	4
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3. **First course in programming 3 units**
 COMP 105 Computer Programming Introduction . . . 3
4. **First course in Computer Architecture and Assembly Language 3 units**
 COMP 162 Computer Architecture and
 Assembly Language 3

Note: Appropriate community college courses may meet these requirements.

Core Courses - 27 units

MATH	300	Discrete Mathematics	3
or			
MATH	301	Discrete Mathematics for IT	3
IT	151	Data Structures for IT	3
IT	221	Unix System Programming I (COMP)	3
IT	420	Database Theory and Design (COMP)	3
IT	421	Unix System Programming II (COMP)	3
IT	424	Computer System Security (COMP)	3
IT	429	Computer Networks (COMP)	3
MIS	310	Management Information Systems	3
MGT	307	Management of Organizations	3

Upper Division Electives - 18 units

Choose 18 units from the following:

COMP	345	Digital Image Processing (MATH/PHYS)	3
COMP	350	Introduction to Software Engineering	3
COMP	362	Operating Systems	4
COMP	425	Computer Game Programming	3
IT	380	Web Programming	3
IT	400	e-Commerce	3
IT	401	Web Intelligence	3
IT	402	Advanced Web Programming	3
IT	424	Computer System Security (COMP)	3
IT	464	Computer Graphics (COMP)	3
IT	490	Special Topics for IT	3
IT	492	Internship	1-3
MGT	471	Project Management	3

(Additional electives to be added based on faculty availability).

Technology Electives - 9 units

For a listing of suitable CI courses, see the BSIT program advisor

Capstone - 4 units

IT	491	Capstone Preparation	1
IT	499	Capstone	3

General Education and American Institutions - 42 units

General Education	36
American Institutions	6

University Electives - 3 units

Minor in Information Technology - (21 units)

Minor in Information Technology augments other programs with the knowledge and skills necessary for storing, managing, transporting, and securing information. Students learn how to securely store information in databases, integrate information from a variety of sources, move information over communication networks, and protect the confidentiality and integrity of data.

Lower Division Core Requirements - 9 units

COMP	105	Computer Programming Introduction	3
IT	151	Data Structures for IT	3
IT	221	Unix System Programming I	3

Upper Division Electives - 12 units

Choose 12 units from the following:

IT	380	Web Programming	3
IT	400	eCommerce	3
IT	401	Web Intelligence	3
IT	402	Advanced Web Programming	3
IT	420	Database Theory and Design (COMP)	3
IT	421	Unix System Programming II (COMP)	3
IT	424	Computer System Security (COMP)	3
IT	429	Computer Networks (COMP)	3
COMP	350	Software Engineering	3



Liberal Studies

Programs Offered

- Bachelor of Arts in Liberal Studies
 - Option in Teaching and Learning
 - Option in Accelerated Multiple Subject (pending approvals)
 - Option in 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, 92 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.

Robert Bleicher Ph.D., Liberal Studies Director
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bob.bleicher@csuci.edu

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, Teaching and Learning Option - (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 **36-39** units of General Education are included in the Core for the Teaching and Learning Option.

Required Core Courses - 73-76 units

1. *Reading, Language, and Literature* - **15-18** units

Select either:

ENGL 105 Composition and Rhetoric I 3

or

ENGL 102 & 103 Stretch Composition I & II 6

COMM 101 Public Speaking 3

ENGL 212 Introduction to Children's Literature . . . 3

ENGL 315 Introduction to Language Structure
and Linguistics 3

ENGL 475 Language in Social Context 3

2. *History and Social Science* - **18** units

EDUC 101 Introduction to Elementary Schooling . . 3

EDUC 320 Education in Modern Society 3

ESRM 105 Environmental Issues in
Geography (GEOG) 3

HIST 211 World Civilizations: Origins to 1500 . . 3

HIST 275 The United States to 1900 3
(American Institutions - History)

HIST 369 California History and Culture 3

3. *Mathematics* - **6** units

MATH 208 Modern Math for Elementary Teaching I:
Numbers and Problem Solving 3

MATH 308 Modern Math for Elementary Teaching II:
Geometry, Probability & Statistics 3

4. *Science* - **15** units

BIOL 170 Foundations of Life Science 4

COMP 110 Computer Literacy for Educators (LS) . . 3

GEOL 300 Foundations of Earth Science 4

PHSC 170 Foundations of Physical Science 4

5. *Visual and Performing Arts* - **6** units

ART 102 Multicultural Children's Art. 3

PATH 343 Teaching Drama to Children (EDUC) . . 3

6. *Physical Education and Health* - **4** units

HLTH 322 Health Issues in Education 2

PHED 302 Motor Learning, Fitness and
Development in Children 2

7. *Human Development, Learning and Cognition* - **6** units

PSY 213 Developmental Psychology 3

PSY 345 Individuals with Disabilities in
Society (SPED) 3

8. *Capstone* - **3** units

LS 499 Capstone Project 3

The capstone project (LS 499) must be passed with a grade of "B" or better for the Teaching and Learning Option.

Required Emphasis - 9 units

Nine additional units must be taken from one 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

COMM 345 Media Literacy and
Youth Culture (EDUC) 3

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

POLS 150 American Political Institutions 3
(American Institutions - History included
in major)

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 **60** units of their baccalaureate degree to be eligible for admission to the post-baccalaureate credential program.

Bachelor of Arts in Liberal Studies, Accelerated Multiple Subject Program Option (135 units) (Pending CCTC approval and budgetary resources)

Required Courses - 84-86 units

1. Reading, Language and Literature - 24-27 units

COMM 101	Public Speaking, GE A1	3
COMM 346	School Communication (EDUC), GE A1,INTD	3
ENGL 105	Composition and Rhetoric I	3

or

ENGL 102 & 103	Stretch Composition I & II.	6
ENGL 212	Introduction to Children's Literature . . .	3
ENGL 315	Introduction to Language, Structure and Linguistics	3
ENGL 475	Language in Social Context.	3

Integrated Content and Methods

EDAP 422	Literacy 1: Multicultural/Multilingual . .	3
EDAP 423	Literacy 2: Multicultural/Multilingual . .	3

2. History and Social Science - 18 units

ERSM 105	Environmental Issues in Geography (GEOG), GE D	3
HIST 211	World Civilizations: Origins to 1500, GE D.	3
HIST 275	The United States History to 1900. . .	3
	(<i>American Institutions-History</i>)	
HIST 369	California History and Culture.	3
POLS 150	American Political Institutions	3
	(<i>American Institutions-Gov't</i>)	

Integrated Content and Methods

EDAP 427	Social Studies in Integrative Art	3
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3. Mathematics - 9 units

MATH 208	Modern Mathematics for Elementary Teaching I - Numbers and Problem Solving, GE B3	3
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Integrated Content and Methods

EDAP 426	Teaching Geometry and Measurement in Elementary Schools.	3
EDAP 428	Teaching Data Analysis, Probability and Mathematical Reasoning in Elementary Schools.	3

4. Science - 18 units

BIOL 170	Foundations of Life Science, GE B2 . .	4
COMP 110	Computer Literacy for Educators (LS) . .	3
GEOL 300	Foundations of Earth Science, GE B4 .	4
PHSC 170	Foundations in Physical Science, GE B1	4

Integrated Content and Methods

EDAP 429	Teaching Science in Elementary Schools .	
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5. Visual and Performing Arts - 6 units

ART 102	Multicultural Children's Art, GE C1, C3b	3
PATH 343	Teaching Drama to Children (EDUC), GE C1, INTD	3

6. Physical Education and Health - 3 units

Integrated Content and Methods

EDAP 425	Health and Physical Education in Elementary Schools.	3
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7. Human Development, Learning and Cognition - 6 units

PSY 213	Developmental Psychology, GE D, E. . .	3
PSY 345	Individuals with Disabilities (SPED), GE D, INTD.	3

8. Capstone

The student teaching experience is considered as the capstone experience in the Accelerated Multiple Subject Program Option.

Required Professional Preparation Courses 29 units

EDUC 101	Introduction to Elementary Schooling, GE D.	3
EDAP 364	Intermediate Classroom Apprenticeship. .	1
EDAP 365	Advanced Classroom Apprenticeship . .	2
EDAP 467	Student Teaching I	3
EDAP 468	Student Teaching Seminar I	1
EDAP 469	Student Teaching II	3
EDAP 470	Student Teaching Seminar II	1
EDAP 471	Student Teaching III.	5
EDAP 472	Student Teaching Seminar III.	1
EDUC 510	Learning Theory and Development Applied in Multicultural Contexts.	3
EDUC 512	Equity, Diversity, Foundations of Schooling, GE C3b	3
EDUC 520	Observing and Guiding Behavior in Multilingual/Multicultural and Inclusive Classrooms	3

Required Emphasis - 9 units

Nine additional units must be taken from one 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

Students are strongly encouraged to select an emphasis in mathematics, science, special education or BCLAD since these are areas of greatest teacher shortage.

Required Supporting, General Education Courses - 13 units

COMM 345	Media Literacy and Youth Culture (EDUC), GE A1, D, INTD.	3
SPAN 101	Elementary Spanish I, C3a	4
	Literature Course, GE C2	3
UNIV 110	Critical Thinking and the University Mission, GE A3	3

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 60 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.

1. **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.
2. **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 60 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.
5. **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.
7. **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.
9. **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+."

Bachelor of Arts Degree in Liberal Studies, Concentrated Studies Option - (120 units)

Requirements For the Concentrated Studies Option - 57 units

This option consists of a 9 unit Core, a 45 unit Program of Study, and a 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 one course from each of the following three core areas.

1. Advanced Writing Course - 3 units

Select either:

ENGL 330 Interdisciplinary Writing. 3

or

ENGL 478 Writing as Reflective Practice 3

2. Multicultural Studies - 3 units

Any three unit course approved for General Education, Area C3b. (See General Education requirements in the university catalog)

3. Computer Literacy - 3 units

COMP 101 Computer Literacy 3

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 24 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.

LS 499 Capstone Project. 3

(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 54

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 Imaging 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.

Faculty

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Contact Information

<http://math.csuci.edu>

Bachelor of Science in Mathematics - (120 units)

Lower Division Required Major Courses	34-35
Upper Division Required Major Courses	20
Upper Division Elective & Emphasis Major Courses	15-19
Electives	16
GE Included in Major Requirements	18
GE and American Institutions Requirement	34
TOTAL	120 units

Lower Division Requirements - 34-35 units

MATH 150	Calculus I	4
MATH 151	Calculus II	4
MATH 230	Logic and Mathematical Reasoning	3
MATH 240	Linear Algebra	3
MATH 250	Calculus III	3
PHYS 200	General Physics I	4

Select one of the following:

PHYS 201 **and** one additional science course 7-8

or

One two-semester science sequence 7-8

Select one of the following:

COMP 105	Computer Programming Introduction . . .	3
COMP 150	Object-Oriented Programming.	4

Select an additional Computer Science course:

COMP 150	or above or COMP 102	3-4
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Upper Division Requirements - 20 units

MATH 300	Discrete Mathematics.	3
MATH 331	History of Mathematics.	3
MATH 350	Differential Equations and Dynamical Systems.	3
MATH 351	Real Analysis	3
MATH 352	Probability and Statistics	3
MATH 451	Complex Analysis	3
MATH 499	Senior Colloquium	1
	(Twice)	

Electives in Major - 9-13 units**Note:**

1. Courses used for the emphases cannot be counted as elective.
 2. Students planning on teaching math have to choose MATH 492 for field experience requirement. Other courses recommended for teaching careers are marked with T.
- | | | |
|------------|---|-----|
| MATH 318-T | Mathematics for Secondary
School Teachers | 3 |
| MATH 330-T | Mathematics and Fine Arts | 3 |
| MATH 345 | Digital Image Processing (COMP/PHYS) | 3 |
| MATH 354 | Analysis of Algorithms | 3 |
| MATH 393-T | Abstract Algebra 1. | 3 |
| MATH 429 | Operations Research | 3 |
| MATH 430 | Research Design and Data Analysis | 3 |
| MATH 437 | Mathematics for Simulations
and Robotics | 3 |
| MATH 438 | Philosophy of Mathematics | 3 |
| MATH 445 | Image Analysis and Pattern
Recognition (COMP/PHYS). | 3 |
| MATH 448 | Scientific Computing | 3 |
| MATH 450 | Partial Differential Equations and
Mathematical Physics. | 3 |
| MATH 452 | Computational Bioinformatics (COMP). | 4 |
| MATH 480 | Differential & Riemannian Geometry | 3 |
| MATH 482-T | Number Theory and Cryptography | 3 |
| MATH 484 | Algebraic Geometry and
Coding Theory | 3 |
| MATH 490 | Topics in Modern Mathematics | 3 |
| MATH 492-T | Internship | 3 |
| | (Required) | |
| MATH 494 | Independent Research | 1-3 |
| MATH 497 | Directed Studies | 3 |
| MATH 499 | Senior Colloquium | 1 |

Required Supporting and Other GE Courses units

GE and American Institutions Requirement	34
Elective Courses	16

Select one interdisciplinary GE Course 3 units**Recommended:**

COMP 447	Societal Issues in Computing	3
COMP 449	Human-Computer Interactions (PSY)	3
PHYS 434	Introduction to Biomedical Imaging (BIOL/HLTH)	4

Emphasis - 6-10 units

By the sophomore year, in order to plan their electives, students should decide on one of the following emphases and take all courses listed in the section.

Biomathematics - 10 units

Students selecting this emphasis should take BIOL 201

MATH 202	Biostatistics (PSY).	3
MATH 430	Research design and Data Analysis	3
MATH 452	Computational Bioinformatics (COMP).	4

Computer Science - 9 units

Students selecting this emphasis should take COMP 150 and COMP 151 for the computer science requirements.

MATH 448	Scientific Computing	3
MATH 354	Analysis of Algorithms	3
COMP 350	Introduction to Software Engineering	3

Physics - 6 units

Students selecting this emphasis should take PHYS 200 and 201(8) as the science sequence.

MATH 450	Partial Differential Equations and Mathematical Physics.	3
	Upper division Physics course	3

Applied Physics - 6 units

Students selecting this emphasis should take PHYS 200 and 201(8) as the science sequence.

MATH 345	Digital Image Processing (COMP/PHYS)	3
MATH 445	Image Analysis and Pattern Recognition (COMP/PHYS).	3

Actuarial Sciences/Economics - 9 units

MATH 429	Operations Research	3
ECON 300	Fundamentals of Economics	3
ECON 486	Introduction to Econometrics	3

Business Management - 9 units

MATH 329	Applied Statistics for Business and Economics	3
MATH 429	Operations Research	3
	Economics or Upper Division Management Course	3

Cognitive Science - 9 units

MATH 430	Research Design and Data Analysis	3
PSY 210	Learning, Cognition and Development	3
	Upper Division Cognitive Psychology Course	3

Education - 9 units

MATH 318	Mathematics for Secondary School Teachers	3
MATH 393	Abstract Algebra I	3
EDUC 512	Equity, Diversity and Foundations of Schooling	3

Applied Mathematics - 9 units

MATH 429	Operations Research	3
MATH 448	Scientific Computing	3
MATH 450	Partial Differential Equations and Mathematical Physics.	3

Digital Design - 9 units

MATH 393	Abstract Algebra 1.	3
ART 108	Visual Technologies.	3

Select one of the following:

ART 312	Digital Media Art: Time-Based Imaging and Compositing	3
ART 314	Digital Media Art: Digital Photography.	3

Choice of other emphases or individualized emphasis is possible upon approval of the mathematics advisor.

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 2 units from the Mathematics program approved by the advisor.

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-/corequisites)

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:

MATH	201	Elementary Statistics	3
MATH	202	Biostatistics (PSY).	3

Additional required courses:

MATH	208	Modern Mathematics for Elementary Teaching I - Numbers and Problem Solving	3
MATH	230	Logic & Mathematical Reasoning	3
MATH	240	Linear Algebra	3

Upper Division Requirements - 16 units

(Including pre-/corequisites)

MATH	308	Modern Mathematics for Elementary School Teaching II-Geometry, Probability and Statistics	3
MATH	318-T	Mathematics for Secondary School Teachers	3
MATH	330	Mathematics and Fine Arts	3
MATH	331	History of Mathematics	3
MATH	499	Senior Colloquium	1

Select one of the following:

MATH	492	Internship	1-3
IS	499	Capstone Project.	1-3

Electives

Choose one course from the list below 3-4 units

MATH	150	Calculus I	4
MATH	151	Calculus II.	4
MATH	300	Discrete Mathematics.	3
MATH	301	Discrete Mathematics for IT.	3
MATH	393	Abstract Algebra I	3
MATH	482	Number Theory & Cryptography	3

or

Other upper division math course 3-4 units

Master of Science in Mathematics - (32 units)

(Offered through CSU Channel Islands' 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 University office and on-line at <http://math.csuci.edu/>.
2. **Recommendation** — At least two letters of recommendations from academia or professional supervisors.
3. **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

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Nursing

Requirements for the Master of Science in Mathematics - 32 units

Core Courses - 11 units

Choose three courses from the following list (at least two courses must be in Mathematics):

MATH	511	Functional Analysis	3
MATH	512	Probabilistic Methods and Measure Theory	3
MATH	513	Advanced Algebra	3
COMP	554	Algorithms (MATH)	3
COMP	569	Artificial Intelligence	3
PHYS	510	Advanced Image Analysis Techniques (COMP/MATH).	3

And required two units of:

MATH	599	Graduate Seminar	1
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Electives - 15 units*

Choose five electives from the following list (at least three courses in Mathematics):

MATH	511	Functional Analysis	3
MATH	512	Probabilistic Methods and Measure Theory	3
MATH	513	Advanced Algebra	3
MATH	555	Actuarial Sciences	3
MATH	565	Research in Mathematics Education	3
MATH	570	Combinatorics	3
MATH	581	Mathematical Methods in Artificial Intelligence (COMP)	3
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	3
MATH	594	Independent Study	1-3
PHYS	546	Pattern Recognition (COMP/MATH)	3
PHYS	546	Pattern Recognition	3
COMP	520	Advanced Database Systems	3
COMP	524	Security	3
COMP	529	Network Computing	3
COMP	549	Human-Computer Interaction	3
COMP	550	Advanced Software Engineering.	3
COMP	569	Artificial Intelligence	3
COMP	571	Biologically Inspired Computing	3
COMP	572	Neural Networks	3
COMP	575	Multi-Agent Systems	3
COMP	578	Data Mining.	3

*other graduate or junior/senior courses from related disciplines may be included with advisors approval.

Projects or Masters Thesis Emphasis - 6 units

MATH	597	Master Thesis	3
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 two 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 care, 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

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Bachelor of Science In Nursing (133 units) Track I, Generic (Basic)

Prerequisites	28
Lower Division Major	35
Upper Division Major	34
Required Supporting and Other GE Requirements	30
American Institutions	6
TOTAL	133 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 grade of 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	210	Human Anatomy and Physiology I . . .	4
BIOL	211	Human Anatomy and Physiology II. . .	4
BIOL	217	Medical Microbiology, GE B2	4
CHEM	110	Chemistry of Life, GE B1	4
COMM	101	Public Speaking, GE A1	3
ENGL	105	Composition and Rhetoric, GE A2. . .	3
or			
ENGL	106	Composition and Rhetoric II-Service Learning, GE A2.	3
BIOL	203	Quantitative Methods for Biology, GE B3	3
or			
MATH	202	Biostatistics, (PSY), GE B3.	3
		Completion of Critical Thinking Requirement, GE A3 . . .	3

Lower Division Major Requirements - 35 units

NRS	200	Introduction to Professional Nursing Practice	3
NRS	201	Introduction to Professional Nursing Practice Laboratory.	2
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	2
NRS	221	Nursing Care of Adults with Acute and Chronic Illness Laboratory I	2
NRS	222	Nursing Care of Adults with Acute and Chronic Illness II	4
NRS	223	Nursing Care of Adults with Acute and Chronic Illness Laboratory II	4
NRS	230	Nursing Care of Mothers, Infants, and Women.	2
NRS	231	Nursing Care of Mothers, Infants, and Women Laboratory	2
NRS	232	Nursing Care of Children and Families.	2
NRS	233	Nursing Care of Children and Families Lab	2
NRS	240	Psychiatric and Mental Health Nursing.	2
NRS	241	Psychiatric and Mental Health Nursing Laboratory.	2
NRS	260	Nutrition for Therapeutics and Health. . .	2

Upper Division Major Requirements - 34 units

NRS	306	Pathophysiology	3
NRS	352	Health Promotion and Patient Education Strategies	3
NRS	350	Nursing Research	3
NRS	391	Transition to Professional Practice Lab. . .	3
NRS	401	Advanced Clinical Assessment Laboratory.	2
NRS	420	Nursing Care of the Complex Client Across the Continuum	3
NRS	421	Nursing Care of the Complex Client Across the Continuum Laboratory	3
NRS	452	Community Health Nursing	3
NRS	453	Community Health Nursing Laboratory . .	3

NRS	460	Nursing Leadership and Professional Issues	3
NRS	461	Nursing Leadership Laboratory	3
NRS	488	Transition to Professional Nursing Practice.	2

Required Supporting and Other General Education Requirements - 36 units

- 1. Biology - 3 units**
BIOL 432 Principles of Epidemiology and Environmental Health, GE B2, D, UDIGE 3
- 2. Social Perspectives - 6 units**
ANTH 443 Medical Anthropology: Cross Cultural Perspectives on Health and Healing, GE D UDIGE 3

Choose ANTH 102 **or** SOC 100
ANTH 102 Cultural Anthropology, GE C3B, D . . . 3
SOC 100 Introduction to Sociology, GE D 3
- 3. Psychology - 6 units**
PSY 100 Introduction to Psychology, GE D, E . . . 3
PSY 213 Developmental Psychology, GE D, E 3

4. Other GE courses - 15 units

3 units each in B4, C1,C2, and C3A

3 units upper division GE Elective:

- Recommend NRS/PSY 348, GE D, E, UDIGE, if ANTH 102 is completed
- Recommend NRS/PSY 342, GE C3B, E, UDIGE, if SOC 100 is completed

5. American Institutions - 6 units

Criteria for Program Continuance

- 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 but 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.

**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	120-138 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 prelicensure 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 . . .	4
BIO	211	Human Anatomy and Physiology II. . .	4
BIOL	217	Medical Microbiology, GE B2	4
CHEM	110	Chemistry of Life, GE B1	4
or			
CHEM	121	General Chemistry I, GE B1	4
COMM	101	Public Speaking, GE A1	3
ENGL	105	Composition and Rhetoric I, GE A2 . .	3
or			
ENGL	106	Composition and Rhetoric II-Service Learning, GE A2.	3
BIOL	203	Quantitative Methods for Biology, GE B3	3
or			
MATH	202	Biostatistics, (PSY), GE B3.	3
Completion of Critical Thinking Requirement, GE A3 . .			3

Upper Division Major Requirements - 34 units

NRS	306	Pathophysiology	3
NRS	310	Professional Role Transition for the Transfer Student	3
NRS	311	Professional Role Transition Seminar for the Registered Nurse	2
NRS	350	Nursing Research	3
NRS	352	Health Promotion and Patient Education Strategies	3

NRS	401	Advanced Clinical Assessment Laboratory.	2
NRS	420	Nursing Care of the Complex Client Across the Continuum	3
NRS	421	Nursing Care of the Complex Client Across the Continuum Laboratory.	3
NRS	452	Community Health Nursing	3
NRS	453	Community Health Nursing Laboratory .	3
NRS	460	Nursing Leadership and Professional Issues	3
NRS	461	Nursing Leadership Laboratory	3

Preparatory Coursework - 6-11 units

1. Nutrition - 0-2 units*

NRS	260*	Nutrition for Therapeutics and Health. .	2
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*Not required if content was integrated in RN classes

2. Social Perspectives - 3 units

Choose ANTH 102 **or** SOC 100:

ANTH	102	Cultural Anthropology, GE C3B, D . .	3
SOC	100	Introduction to Sociology, GE D	3

3. Psychology - 6 units

PSY	100	Introduction to Psychology, GE D, E . .	3
PSY	213*	Developmental Psychology, GE D, E . .	3

or

Any GE D or E Course if PSY 213 already completed .			3
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*Not required if content was integrated in RN classes

Required Supporting and other General Education Requirements - 15-27 units

1. Upper Division Supporting Courses — 6 units

ANTH	443	Medical Anthropology: Cross Cultural Perspectives on Health and Healing, GE D, UDIGE	3
BIOL	432	Principles of Epidemiology and Environmental Health, GE B2, D, UDIGE	3

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

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.

Performing Arts

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.

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Bachelor of Arts in Performing Arts - (120 units)

Performing Arts Core Requirements	12
Performing Arts Emphasis	27
General Education	39
Upper Division Interdisciplinary GE	9
Title V Courses	6
Electives in any Discipline.	27
TOTAL	120 units

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 335	Business and the Performing Arts (BUS) .	3
PA 350	Audience and Performance Studies . .	3
PA 360	Musical Theatre	3

and

PA 391	Production (ART)	3
<i>(Repeatable for up to <u>12</u> units) (<u>3</u> units required for PA majors, and <u>9</u> units available as PA electives)</i>		

and

PA 499	Performing Arts Capstone	3
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Emphasis Requirements

Students choose either Dance, Music, or Theater as an emphasis.

Dance Emphasis - 27 units

PADA 151	Conditioning for Dancers	2
PADA 253	Jazz Dance I	2
PADA 254	Modern Dance I	2
PADA 255	Dance Composition and Improvisation .	3
PADA 332	Dance in History (HIST)	3
PADA 353	Jazz Dance II	3

PADA	354	Modern Dance II.	3
PADA	455	Advanced Technique of Contemporary Dance Forms	3
PADA	458	Dance Ensemble.	3

Select 3 units of Performing Arts Electives

Performing Arts Electives	3
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Music Emphasis - 27 units

PAMU	161	Music Fundamentals	3
PAMU	261	Music Theory	3
PAMU	330	Jazz in America	3
PAMU	332	World Music	3
PAMU	337	Music in History (HIST)	3

Select two courses from the following:

PAMU	335	The Physics of Music (PHYS)	3
PAMU	385	Audio Design and Recording (ART)	3
PAMU	435	The Music Museum (BUS/ECON/EDUC)	3

Select 3 units in the following repeatable courses, in consultation with the PAMU advisor:

PAMU	109	Private Lessons	1
PAMU	202	Group Guitar Lessons.	2
PAMU	203	Group Voice Lessons	2
PAMU	307	University Chorus.	1
PAMU	308	University Orchestra	1
PAMU	309	Private Lessons	1

Select 3 units of Performing Arts Electives

Performing Arts Electives	3
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Theatre Emphasis - 27 units

PATH	280	Acting I.	3
PATH	281	Play Analysis	3
PATH	338	Theatre in History (HIST)	3
PATH	380	Acting II.	3
PATH	382	Directing	3

Select two of the following:

PATH	333	Multicultural Drama and Theatre (ENGL)	3
PATH	341	Modern American Drama and Theatre (ENGL)	3
PATH	342	Modern British and European Drama and Theatre (ENGL)	3
PATH	344	World Drama and Theatre (ENGL)	3

Select 6 units of Performing Arts Electives

Performing Arts Electives	6
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Performing Arts Electives

Note: Some courses listed as electives are required in one of the emphases but remain electives for the other two emphases.

PA	101	Introduction to the Performing Arts	3
PA	202	Integrating Dance, Music and Theatre	3
PA	335	Business and the Performing Arts (BUS)	3
PA	350	Audience and Performance Studies	3
PA	360	Musical Theatre	3
PA	383	Scenic Design (ART)	3
PA	384	Costume Design (ART)	3
PA	391	Production.	3
<i>(Repeatable for up to 12 units) (3 units required for PA majors, and 9 units available as PA electives)</i>			
PA	436	Physics of Performing Arts (PHYS)	3
PA	490	Special Topics	3
<i>(Repeatable for up to 6 units)</i>			
PA	492	Internship in Performing Arts	1-3
<i>(Repeatable for up to 6 units)</i>			
PA	494	Independent Study	1-3
<i>(Repeatable for up to 6 units)</i>			
PADA	151	Conditioning for Dancers	2
PADA	253	Jazz Dance I	2
PADA	254	Modern Dance I	2
PADA	255	Dance Composition and Improvisation	3
PADA	332	Dance in History (HIST)	3
PADA	353	Jazz Dance II	3
PADA	354	Modern Dance II.	3
PADA	455	Advanced Technique of Contemporary Dance Forms	3
PADA	458	Dance Ensemble.	3
PAMU	100	Music Appreciation	3
PAMU	109	Private Lessons	1
PAMU	161	Music Fundamentals	3
PAMU	200	History of Rock	3
PAMU	202	Group Guitar Lessons.	2
PAMU	203	Group Voice Lessons	2
PAMU	231	The Beatles: Music, Fashion and Culture (ART).	3
PAMU	243	Teaching Music to Children	3
PAMU	261	Music Theory	3
PAMU	307	University Chorus.	1
PAMU	308	University Orchestra	1
PAMU	309	Private Lessons	1
PAMU	330	Jazz in America	3
PAMU	332	World Music	3
PAMU	333	The Varieties of Musical Experience	3
PAMU	335	The Physics of Music (PHYS)	3
PAMU	336	Art and Music: Dissonance, Diversity and Continuity (ART)	3
PAMU	337	Music in History (HIST)	3
PAMU	432	Arts of the Harlem Renaissance (ART/ENGL).	3
PAMU	435	The Music Museum (BUS/ECON/EDUC)	3
PATH	280	Acting I.	3
PATH	281	Play Analysis	3
PATH	332	Teaching Dramatic Literature (ENGL)	3
PATH	333	Multicultural Drama and Theatre (ENGL)	3
PATH	334	Spanish Language Drama and Theatre (SPAN)	3
PATH	338	Theatre in History (HIST)	3

PATH	341	Modern American Drama and Theatre (ENGL)	3
PATH	342	Modern British and European Drama and Theatre (ENGL)	3
PATH	343	Teaching Drama to Children (EDUC)	3
PATH	344	World Drama and Theatre (ENGL)	3
PATH	380	Acting II.	3
PATH	382	Directing	3
PATH	410	Shakespeare's Plays (ENGL).	3
PATH	412	Drama of Ancient Greece (ENGL)	3
PATH	444	Original Practice in Renaissance Drama (ENGL).	3
PATH	463	Writing for the Stage and Screen (ENGL).	3

Minor in Performing Arts - (21 units)

The Performing Arts minor provides non-majors the opportunity to explore an integrated experience in dance, music, and theatre both in theory and in practice. Students can choose from coursework in any of the three emphases of dance, music, and theatre, and participate in a Performing Arts production.

Lower Division Requirements - 9 units

Select one of the following:

PA	101	Introduction to the Performing Arts	3
PA	202	Integrating Dance, Music and Theatre	3

and

Select a minimum of two courses for a total of six units, from the following:

PA	101	Introduction to the Performing Arts	3
PA	202	Integrating Dance, Music and Theatre	3
PADA	151	Conditioning for Dancers	2
PADA	253	Jazz Dance I	2
PADA	254	Modern Dance I	2
PADA	255	Dance Composition and Improvisation	3
PAMU	100	Music Appreciation	3
PAMU	109	Private Lessons	1
<i>(Repeatable for a total of 4 units)</i>			
PAMU	161	Music Fundamentals	3
<i>(Repeatable for a total of 6 units)</i>			
PAMU	200	History of Rock	3
PAMU	202	Group Guitar Lessons.	2
<i>(Repeatable for a total of 6 units)</i>			
PAMU	203	Group Voice Lessons	2
<i>(Repeatable for a total of 6 units)</i>			
PAMU	231	The Beatles: Music, Fashion and Culture (ART).	3
PAMU	243	Teaching Music to Children	3
PAMU	261	Music Theory	3
PATH	280	Acting I	3
PATH	281	Play Analysis	3

Upper Division Requirements - 12 units

Select one of the following:

PA	335	Business and the Performing Arts (BUS).	3
PA	350	Audience and Performance Studies	3
PA	360	Musical Theatre	3

and

Select three courses from the following:

PA	335	Business and the Performing Arts (BUS).	3
PA	350	Audience and Performance Studies	3
PA	360	Musical Theatre	3

PA	383	Scenic Design (ART)	3
PA	384	Costume Design (ART)	3
PA	391	Production (ART)	3
PA	436	Physics and the Performing Arts (PHYS)	3
PA	490	Special Topics	3
PA	492	Internship in Performing Arts	1-3
PA	494	Independent Study	1-3
PADA	332	Dance in History (HIST).	3
PADA	353	Jazz Dance II	3
PADA	354	Modern Dance II.	3
PADA	455	Advanced Technique of Contemporary Dance Forms	3
<i>(Repeatable up to 6 units)</i>			
PADA	458	Dance Ensemble.	3
PAMU	307	University Chorus.	1
<i>(Repeatable up to 8 units)</i>			
PAMU	308	University Orchestra	1
<i>(Repeatable up to 8 units)</i>			
PAMU	309	Private Lessons	1
<i>(Repeatable up to 8 units)</i>			
PAMU	330	Jazz in America	3
PAMU	332	World Music	3
PAMU	333	The Varieties of Musical Experience	3
PAMU	335	The Physics of Music (PHYS)	3
PAMU	336	Art and Music: Dissonance, Diversity and Continuity (ART)	3
PAMU	337	Music in History (HIST)	3
PAMU	432	Arts of the Harlem Renaissance (ART/ENGL).	3
PAMU	435	The Music Museum (BUS/ECON/EDUC)	3
PATH	332	Teaching Dramatic Literature (ENGL)	3
PATH	333	Multicultural Drama and Theatre (ENGL)	3
PATH	334	Spanish Language Drama and Theatre (SPAN)	3
PATH	338	Theatre in History (HIST)	3
PATH	341	Modern American Drama and Theatre (ENGL)	3
PATH	342	Modern British and European Drama and Theatre (ENGL)	3
PATH	343	Teaching Drama to Children (EDUC)	3
PATH	344	World Drama and Theatre (ENGL)	3
PATH	380	Acting II.	3
PATH	382	Directing	3
PATH	410	Shakespeare's Plays (ENGL).	3
PATH	412	Drama of Ancient Greece (ENGL)	3
PATH	444	Original Practice in Renaissance Drama (ENGL).	3
PATH	463	Writing for the Stage and Screen (ENGL).	3

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 marshal 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

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Contact Information

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Bachelor of Arts Degree in Political Science - (120 units)

Lower, Upper Division and Electives	40
General Education	48
Free Electives	29
American Institutions Requirement*	3
(chosen from the following: HIST 270, HIST 271, HIST 272, HIST 275)	
TOTAL	120 units

*The Government portion of the American Institutions Requirement (POLS 150) is listed in the major courses below.

Lower Division Requirements - 9 units

POLS 102	Comparative Government.	3
POLS 103	Introduction to International Politics . . .	3
POLS 150*	American Political Institutions	3

*Partially satisfies the American Institutions Requirement. The History portion is contained in the general requirements above.

Upper Division Requirements - 16 units

POLS 300	Political Science Research Methods . . .	3
POLS 301	Political Theory.	3
POLS 303	Statistical Applications in the Social Sciences (SOC/PSY).	4
POLS 306	The Politics of Race and Ethnicity . . .	3
POLS 499	Capstone	3

Electives - 15 units

Students should select a total of 15 units from the following list:

ESRM 328	Introduction to Geographic Information Systems	3
POLS 140	California Government and Politics . . .	1
POLS 305	Gender and Politics	3
POLS 312	Interest Groups and Collective Action . .	3
POLS 313	The United States Congress	3
POLS 314	The American Presidency	3
POLS 315	Congress and the Presidency	3
POLS 316	State and Local Politics and Policy . . .	3
POLS 317	Judicial Power and Process	3
POLS 318	Campaigns and Elections.	3

POLS	319	Political Behavior and Public Opinion	3
POLS	320	Public Administration	3
POLS	321	Public Budgeting (FIN)	3
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/SOC)	3
POLS	334	Peace Studies	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	351	International Relations of Africa	3
POLS	352	International Relations of Europe	3
POLS	353	International Relations of Latin America	3
POLS	354	International Relations of the Middle East	3
POLS	355	International Relations of South Asia	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	1-3

POLS	319	Political Behavior and Public Opinion	3
POLS	320	Public Administration	3
POLS	321	Public Budgeting (FIN)	3
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/SOC)	3
POLS	334	Peace Studies	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	351	International Relations of Africa	3
POLS	352	International Relations of Europe	3
POLS	353	International Relations of Latin America	3
POLS	354	International Relations of the Middle East	3
POLS	355	International Relations of South Asia	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
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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	1-3

Minor in Political Science - (18 units)

Lower-Division Requirements - 9 units

POLS	102	Comparative Government.	3
POLS	103	Introduction to International Politics	3
POLS	150	American Political Institutions	3

Upper-Division Requirements - 9 units

Students should select a total of 9 units from the following:

ECON	370	The World Economy	3
ESRM	328	Introduction to Geographic Information Systems	3
ESRM	329	Environmental Law and Policy	3
FIN	421	Public Financial Management	3
HIST	412	Law and Society.	3
POLS	300	Political Science Research Methods	3
POLS	301	Political Theory.	3
POLS	303	Statistical Applications in the Social Sciences (SOC/PSY).	4
POLS	305	Gender and Politics	3
POLS	306	The Politics of Race and Ethnicity	3
POLS	312	Interest Groups and Collective Action	3
POLS	313	The United States Congress	3
POLS	314	The American Presidency	3
POLS	315	Congress and the Presidency	3
POLS	316	State and Local Politics and Policy	3
POLS	317	Judicial Power and Process	3
POLS	318	Campaigns and Elections.	3

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.

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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.	3
PSY 202	Statistics (MATH).	3
PSY 213	Developmental Psychology	3

Students will need to obtain a grade of C or better to apply these courses to the psychology major. Students may substitute equivalent courses taken at other universities in each area by articulation agreement or by permission of the Psychology program. **Nine** units 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.

PSY	300	Psychological Research and Statistical Methods I	4
PSY	301	Psychological Research and Statistical Methods II	4
PSY	310	History and Systems of Psychology.	3
PSY	312	Social Psychology	3
PSY	313	Clinical and Abnormal Psychology.	3
PSY	314	Behavioral Neuroscience	4
PSY	317	Theories of Personality	3
PSY	318	Learning, Cognition and Perception	4

Upper Division Psychology Electives

12-13 units

Psychology majors must take 12-13 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 (POLS/SOC)	4
PSY	305	Field Research Methods	3
PSY	315	Child Psychopathology	3
PSY	327	Parenting	3
PSY	333	Measurement and Testing of Groups and Individuals	3
PSY	337	Psychological Ethics and Moral Philosophy	3
PSY	338	Psychology of Art and Artists (ART)	3
PSY	339	Psychology in Literature (ENGL)	3
PSY	340	History and Psychology of Nazi Germany (HIST)	3
PSY	342	Complementary and Alternative Health (NRS)	3
PSY	344	Psychology and Traditional Asian Thought	3
PSY	345	Individuals with Disabilities in Society (SPED)	3
PSY	346	Human Motivation	3
PSY	348	Healthy Aging (NRS/SOC)	3
PSY	357	Psychology of Families	3
PSY	370	Fundamentals of Counseling Theory	3
PSY	375	Psychology of Health Counseling	3
PSY	383	Chicana/o/Latina/o Identity and Empowerment (CHS)	3
PSY	400	Case Studies in Psychopathology and Clinical Psychology	3
PSY	410	Psychological Testing	3
PSY	420	African American Families	3
PSY	424	Organizational Behavior (MGT)	3
PSY	429	Intergroup Relations	3
PSY	432	Seminar in Leadership	3
PSY	436	Psychology and History of East Asian Warrior Cultures (HIST)	3
PSY	445	Adolescent Development	3
PSY	449	Human-Computer Interaction (COMP)	3

PSY	450	Advances in Neural Science	3
PSY	457	Criminal Behavior	3
PSY	460	Addiction Studies	3
PSY	461	Advanced Topics in Child and Adolescent Development	3
PSY	470	Seminar in Freud and Object Relations Theory	3
PSY	471	Seminar in Jungian and Archetypal Psychology	3
PSY	473	Bizarre Behavior and Culture Bound Syndromes	3
PSY	482	Intermediate Statistics	3
PSY	490	Topics in Psychology	1-3
PSY	492	Internship or Service Learning	1-3
PSY	494	Independent Research in Psychology	1-3
PSY	497	Directed Study in Psychology	1-3
PSY	499	Senior Capstone Course	1-3

Required Supporting and Other General Education Courses - 71 units

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

PSY	100	Introduction to Psychology.	3
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One course from the following list 3 units:

PSY	212	Neurobiology & Cognitive Science (BIOL)	3
PSY	213	Developmental Psychology	3
PSY	220	Human Sexual Behavior	3

Upper-Division Requirements - 12-14 units

Two courses from the following list 6-8 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	4
PSY	317	Theories of Personality	3
PSY	318	Learning, Cognition and Perception	4

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	100	Introduction to Psychology.	3
PSY	213	Developmental Psychology	3

Upper-Division Requirements - 12 units

Each of the following courses:

PSY	445	Adolescent Development	3
PSY	461	Advanced Topics in Child and Adolescent Development	3

Two courses from the following list 6 units:

PSY	315	Child Psychopathology	3
PSY	317	Theories of Personality	3
PSY	327	Parenting	3
PSY	337	Psychological Ethics and Moral Philosophy	3
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.

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Bachelor of Arts Degree in Sociology - (120 units)

Lower Division Major Requirements	9
Upper Division Major Requirements	35
American Institutions Requirements	6
Other GE Requirements	45
Electives	25
TOTAL	120 units

The Sociology Major is a 44 unit major. Students are encouraged to declare a second major or minor in a related discipline, depending on their interests.

Lower Division Requirements - 9 units

SOC 100	Introduction to Sociology	3
SOC 201	Social Problems	3
SOC 202	Introduction to Research Methods	3

Upper Division Requirements - 20 units

SOC 303	Statistical Applications In The Social Sciences (POLS/PSY).	4
SOC 310	Research Methods in Sociology	4
SOC 350	Social Stratification: Theories of Social Class	3
SOC 420	Classical Sociological Theory	3
SOC 421	Contemporary Sociological Theory	3
SOC 499	Capstone	3

Emphasis Requirements - 12 units

Select a minimum of 12 units in areas 1, 2 or 3. SOC 490, 492 and 494 must be cleared by instructor.

1. Institutions

SOC 322	Sociology of Popular Culture (ENGL/COMM).	3
SOC 330	Political Sociology (POLS).	3
SOC 336	Social Entrepreneurship (BUS)	3
SOC 370	Crime and Society	3
SOC 374	Sociology of Organizations.	3
SOC 412	Sex, Love and Money: The Family.	3
SOC 415	Sociology of Religion.	3
SOC 418	Sociology of Education.	3
SOC 490	Topics in Sociology	3

SOC 492	Field Experience in Sociology	2-3
SOC 494	Independent Study	1-3

2. Inequalities

SOC 309	Topics in Gay, Lesbian, Bisexual Transgender Studies	1
SOC 331	Narratives of the Working Class (ECON/ENGL/HIST/POLS)	3
SOC 336	Social Entrepreneurship (BUS)	3
SOC 360	Race and Ethnicity	3
SOC 372	Urban Sociology.	3
SOC 410	Sociology of Gender and Sexuality	3
SOC 418	Sociology of Education	3
SOC 425	Contemporary Immigration Issues (CHS)	3
SOC 448	Globalization and Development (BUS/ECON)	3
SOC 490	Topics in Sociology	3
SOC 492	Field Experience in Sociology	2-3
SOC 494	Independent Study	1-3

3. Social Processes

SOC 330	Political Sociology (POLS).	3
SOC 348	Healthy Aging (PSY/NURS).	3
SOC 352	Social Movements	3
SOC 372	Urban Sociology.	3
SOC 374	Sociology of Organizations	3
SOC 425	Contemporary Immigration Issues (CHS)	3
SOC 429	Social Change in Spain (SPAN).	3
SOC 440	Population Studies (ESRM)	3
SOC 448	Globalization and Development (BUS/ECON)	3
SOC 490	Topics in Sociology	3
SOC 492	Field Experience in Sociology	2-3
SOC 494	Independent Study	1-3

Electives - 3 units

Three upper division 11 units in sociology outside the student's emphasis area (see above).

Required Supporting, General Education Elective Courses - 76 units

American Institutions Requirement	6
Other GE Courses	45
Electives	25

Minor in Sociology - (21 units)

Lower-Division Requirements - 6 units

(Including pre-/corequisites)

SOC 100	Introduction to Sociology	3
SOC 202	Introduction to Research Methods	3

Upper-Division Requirements - 15 units

Fifteen units of upper division sociology courses in the core or across the area emphasis.

Programs 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 34 units, providing students the opportunity to pursue a minor in another discipline or even a second major. The Spanish minor is 20 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).

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Bachelor of Arts in Spanish - (120 units)

Spanish Courses	34
General Education Courses	48
American Institutions Requirement Courses	6
University Elective Courses	32
TOTAL	120 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 courses:

SPAN	201	Intermediate Spanish I	4
and			
SPAN	202	Intermediate Spanish II	4
or			
SPAN	211	Spanish for Heritage Speakers I	4
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 one course from each of the following categories.

Language - 3 units

Select either:

SPAN	301	Advanced Spanish: Part One	3
or			
SPAN	302	Advanced Spanish: Part Two	3

Literature - 3 units

SPAN 310 Introduction to Prose, Poetry & Drama . . . 3

Culture - 3 units*Select either:*

SPAN 410 Civilizations and Cultures of Spain. . . 3

or

SPAN 411 Civilizations and Cultures of Latin America. 3

Linguistics - 3 units

SPAN 315 Introduction to Spanish Linguistics . . . 3

Capstone - 2 units

SPAN 499 Capstone in Spanish 2

Electives - 12 units*Choose from the following:*

SPAN 301* Advanced Spanish: Part One 3

or

SPAN 302 Advanced Spanish: Part Two 3

SPAN 304 Spanish for Careers and Professions . . . 3

SPAN 311 Bilingual Literary Studies/Estudios Literarios Bilingües (ENGL) 3

SPAN 320 Introduction to Spanish Translation . . . 3

SPAN 334 Spanish Language Drama and Theatre. 3

SPAN 350 Advanced Spanish Grammar and Composition 3

SPAN 410* Civilizations and Cultures of Spain. . . 3

or

SPAN 411 Civilizations and Cultures of Latin America. 3

SPAN 415 Spanish Language Variation and Diversity. 3

SPAN 420 Specialized Spanish Translation 3

SPAN 429 Social Change in Spain (SOC) 3

SPAN 450 Literary Translation 3

SPAN 460 Masterpieces of Spanish Literature . . . 3

SPAN 461 Masterpieces of Latin American Literature 3

SPAN 462 Modern Mexican Literature 3

SPAN 490 Special Topics in Spanish. 3

Students may choose as electives courses found in the Core, provided the 11 unit core is completed.One of the following courses may also be chosen as an elective for the Spanish major:*

ART 333 History of Southern California Chicana/o Art (CHS/HIST). 3

ENGL 334 Narratives of Southern California (ENGL) 3

HIST 402 Southern California Chicana/o History and Culture (CHS) 3

HIST 420 History of Mexico 3

HIST 421 Revolutionary Mexico, 1876-1930 . . . 3

Requirements for the Certificate in Spanish Translation - 15 units

The goal of this certificate is to prepare students to work as 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 is a prerequisite.

SPAN 315 Introduction to Spanish Linguistics . . . 3

SPAN 320 Introduction to Spanish Translation . . . 3

SPAN 350 Advanced Spanish Grammar and Composition. 3

SPAN 420 Specialized Spanish Translation 3

SPAN 450 Literary Translation 3

Minor in Spanish - (20 units)

The Spanish minor provides students the opportunity to develop their Spanish-language skills while deepening their knowledge of the peoples and cultures of the Hispanic world. Students can choose from coursework which focuses on language, linguistics, culture, Spanish for careers, literature, translation, and art or history.

Lower Division Requirements - 8 units

SPAN 201 Intermediate Spanish I 4

and

SPAN 202 Intermediate Spanish II 4

or

SPAN 211 Spanish for Heritage Speakers I 4

and

SPAN 212 Spanish for Heritage Speakers II. . . . 4

Upper Division Requirements - 12 units*Select four courses from the following:*

ART 333 History of Southern California Chicana/o Art (CHS/HIST). 3

SPAN 301 Advanced Spanish: Part One 3

SPAN 302 Advanced Spanish: Part Two 3

SPAN 304 Spanish for Careers and Professions . . . 3

SPAN 310 Introduction to Prose Poetry and Drama 3

SPAN 311 Bilingual Literary Studies/Estudios Literarios Bilingües (ENGL) 3

SPAN 315 Introduction to Spanish Linguistics 3

SPAN 320 Introduction to Spanish Translation . . . 3

SPAN 334 Spanish Language Drama and Theatre (PATH). 3

SPAN 350 Advanced Spanish Grammar and Composition. 3

SPAN 410 Civilizations and Cultures of Spain. . . . 3

SPAN 411 Civilizations and Cultures of Latin America 3

SPAN 415 Spanish Language Variation and Diversity. 3

SPAN 420 Specialized Spanish Translation 3

SPAN 421 Spanish for Educators I 3

SPAN 422 Spanish for Educators II. 3

SPAN 429 Social Change in Spain (SOC) 3

SPAN 450 Literary Translation 3

SPAN 460 Masterpieces of Spanish Literature . . . 3

SPAN 461 Masterpieces of Latin American Literature 3

SPAN 462 Modern Mexican Literature 3

SPAN 490 Special Topics in Spanish. 3

Section 13

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Course Numbering

0–99	Pre-baccalaureate (no degree credit)
100–299	Lower – Division Courses
300–499	Upper – Division Courses
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 300 APPLIED MANAGERIAL ACCOUNTING (3)

Three hours lecture per week
Prerequisite: 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, job-order 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.

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.
GenEd: B2

ANTH 105 INTRODUCTION TO ARCHAEOLOGY (3)

Three hours lecture per week
A general survey of the history and goals of archaeology, with an emphasis on methods of data collection, dating, and interpretation. Additional topics include human adaptations to the cultural and natural worlds, the development of complex societies, and the application of archaeological knowledge to the present.
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.
GenEd: D

ANTH 323 NATIVE AMERICANS OF CALIFORNIA TO THE 1850's (3)

Three hours lecture per week
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 1850's. The impact of Spanish exploration, colonization, and the mission system

will be traced from the perspectives of both the Native Americans and their colonizers.

GenEd: C3B, D

ANTH 327 ORAL HISTORY AND THE COMMUNITY (3)

Three hours lecture per week
Prerequisite: 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
Prerequisite: Junior Standing or Consent of Instructor
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: ESRM 332
GenEd: D, INTD

ANTH 345 HUMAN EVOLUTION AND DIVERSITY (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor
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.
GenEd: B2, INTD

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, INTD

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, INTD

ANTH 444 VALUES AND VALUABLES (3)

Three hours lecture per week

Prerequisite: 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, INTD

ANTH 445 THE SEACOAST THROUGH TIME (3)

Three hours seminar per week

Prerequisite: ANTH 102 or ANTH 105

Places the coastal experience in a broad temporal perspective, envisioning the seacoast as a dynamic interface between the marine and terrestrial environments that have provided humans access to a variety of opportunities related to: resource exploitation, transportation, colonization, cultural interaction, trade, conflict, and inspiration. The course examines the multidirectional ways that humans and the ocean interact. Cultures and societies discussed include prehistoric and contemporary groups from around the globe. Specific groups will vary by semester. Students also examine contemporary pressing problems related to these topics, and apply their knowledge of anthropology to recommend ways of resolving them.

GenEd: D, INTD

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 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

This seminar explores a different topic each term. Repeatable by topic up to 2 units.

ANTH 492 INTERNSHIP (1-3)

Variable hours activity per week

Prerequisite: Consent of Instructor

Individual internship for advanced students of Anthropology. Repeatable up to 6 units.

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 6 units may be applied to the major.

ANTH 499 CAPSTONE PROJECT (3)

Three hours seminar per week

Prerequisite: 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

Prerequisite: 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 three-dimensional 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
Prerequisite: 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
Prerequisite: 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
Prerequisite: 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
Prerequisite: 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
Prerequisite: ART 105 or ART 106 or ART 107 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

Prerequisite: 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

Prerequisite: ART 105 and ART 106

Explorations into a wide variety of ceramic ideas, techniques and materials utilized in the development of hand-building methods as applied to sculptural and vessel forms. Basic competence with the potter's wheel will also be covered. A lab fee is 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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. A lab fee is required.

ART 317 VIDEO GAME PRODUCTION (3)

Six hours activity per week

Prerequisite: ART 205 and ART 326

An art workshop course focused on conceptualizing, designing, and producing a 3D video game. Industry-standard 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. A lab fee is 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 the use of three-dimensional media in the creation of individual works of art. Repeatable for up to 6 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

Prerequisite: 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

Prerequisite: 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 6 units.

ART 326 DIGITAL MEDIA ART: 3D COMPUTER ANIMATION (3)

Six hours activity per week

Prerequisite: 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 6 units.

ART 327 COMMUNICATION DESIGN TECHNOLOGY: MULTIMEDIA THEORY AND PROCESS (3)

Six hours activity per week

Prerequisite: 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

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 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

Prerequisite: Junior Standing or Consent of Instructor

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: CI, INTD

ART 331 ART, SOCIETY, AND MASS MEDIA (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

ART 332 MULTICULTURAL ART MOVEMENTS (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

ART 333 HISTORY OF SOUTHERN CALIFORNIA CHICANA/O ART (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

ART 334 THE BUSINESS OF ART (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

ART 335 AMERICAN ETHNIC IMAGES IN NOVELS, FILM AND ART (3)

Three hours lecture/discussion per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

ART 336 ART AND MUSIC: DISSONANCE, DIVERSITY AND CONTINUITY (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

ART 337 ART ON FILM AND FILM AS ART (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

ART 338 PSYCHOLOGY OF ART AND ARTISTS (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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. A lab fee is required.

Same as PA 384

ART 385 AUDIO DESIGN AND RECORDING (3)

Six hours activity per week

Prerequisite: 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 386 STORYBOARDING (3)

Six hours activity per week

Prerequisite: ART 105 and ART 106

Storyboarding focuses on techniques of visual storytelling for the moving image, including work in traditional and computer animation, motion pictures, multimedia, time-based

imagery and video game design. Studio projects focuses on understanding and manipulating the graphic language of sequenced visual imagery to tell a story in coherent and compelling visual terms. Emphasis is placed on technique, process of refinement and the visual development of the story. Repeatable up to 6 units.

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 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 6 units.

ART 422 ADVANCED ARTISTIC PROBLEMS: DIGITAL MEDIA ART (3)

Six hours laboratory per week

Prerequisite: 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

Prerequisite: 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 6 units.

ART 431 EUROPEAN RENAISSANCE LITERATURE AND ART (3)

Three hours lecture/discussion per week

Prerequisite: 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.

GenEd: C1, C2, INTD

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 1920's. Historical geneses and subsequent artistic legacies will also be explored.

Same as ENGL 432, PAMU 432

GenEd: C1, C2, INTD

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, INTD

ART 434 THE MUSEUM: CULTURE, BUSINESS AND EDUCATION (3)

Three hours lecture per week
An interdisciplinary, in-depth study of a museum from the perspective of art, business, and education. Analyzes how artistic values, business and management issues and educational projects are linked within museum practices. Each term this course is offered it will focus on a specific museum in the area. Repeatable up to 2 units.

Same as BUS 434, EDUC 434

GenEd: C1, D, INTD

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, INTD

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, INTD

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 cross-cultural 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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 finger-spelling, 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 finger-spelling, 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
Prerequisite: 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
Prerequisite: 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
Prerequisite: 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
Prerequisite: 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
Prerequisite: 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
Prerequisite: 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
Prerequisite: 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 the biology of organisms including ecology, evolution, diversity and human impacts. The ecology unit includes discussion of population, community, and ecosystem ecology. Evolution covers natural selection and the Darwinian revolution, origin of species, and other evolutionary processes. Diversity covers systematics and taxonomy, and a tour of life on Earth including viruses, prokaryotes, protists, fungi, plants and animals. Human impacts on biological systems will be discussed. A lab fee is required.
GenEd: B2

BIOL 201 PRINCIPLES OF CELL AND MOLECULAR BIOLOGY (4)

Three hours lecture and three hours laboratory per week
Prerequisite: 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
Prerequisite: 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
Prerequisite: 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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 (4)

Three hours lecture and three hours laboratory per week

Prerequisite: BIOL 200 or Consent of Instructor

Introduction to the structure, function, and diversity of land plants. Topics include basic plant anatomy, morphology, physiology, ecology, evolution, identification, and a survey of major lineages including mosses, ferns, gymnosperms, and flowering plants. 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 and three hours lab 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, non-profits, 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
Prerequisite: Junior Standing or Consent of Instructor

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.

GenEd: B2, D, INTD

BIOL 332 CANCER AND SOCIETY (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor

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, INTD

BIOL 333 EMERGING PUBLIC HEALTH ISSUES (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor

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, INTD

BIOL 334 NATURAL HISTORY OF VENTURA COUNTY (3)

Two hours lecture and three hours laboratory per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

BIOL 335 THE BIOSPHERE (3)

Three hours of lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

BIOL 342 THE ZOO: CONSERVATION, EDUCATION AND RECREATION (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

BIOL 345 SCIENCE AND PUBLIC POLICY (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

BIOL 400 MOLECULAR BIOLOGY (4)

Three hours lecture and three hours laboratory per week

Prerequisite: 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

Prerequisite: 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 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 pharmaceuticals. 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 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
Prerequisite: 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
Prerequisite: 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
Prerequisite: 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.

BIOL 422 MOLECULAR PLANT PHYSIOLOGY (4)

Three hours lecture and three hours laboratory per week
Prerequisite: 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 424 HUMAN PHYSIOLOGY (3)

Three hours lecture per week
Prerequisite: BIOL 300 with a grade of C or 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
Prerequisite: 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 and three hours lab per week
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
Prerequisite: 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
Prerequisite: 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
Prerequisite: 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, INTD

BIOL 432 PRINCIPLES OF EPIDEMIOLOGY AND ENVIRONMENTAL HEALTH (3)

Three hours lecture per week

Prerequisite: 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, INTD

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, INTD

BIOL 434 INTRODUCTION TO BIOMEDICAL IMAGING (4)

Three hours lecture and two hours activity per week

Prerequisite: 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, INTD

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

Prerequisite: 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 452 ENTOMOLOGY (4)

Three hours lecture and three hours lab per week

Prerequisite: BIOL 200

Explore the biology of the most successful and diverse group of organisms on Earth: insects. Insect morphology, physiology, ecology, behavior, taxonomy, and evolutionary history of the major insect orders will be discussed, as will the importance of insects to humans and biological control. Laboratories will emphasize collection, mounting and preservation techniques for insect specimens, as well as identification to the level of insect order and families.

BIOL 453 METHODS IN POPULATION AND COMMUNITY ECOLOGY (4)

Three hours lecture and three hours lab per week

Prerequisite: BIOL 200, BIOL 203 and MATH 150

Discuss the mechanisms governing population dynamics and community structure. Mathematical models for population growth, predator-prey interactions, competition, island biogeographs, and food webs will be explored. Computer labs will emphasize the analysis of ecological datasets.

BIOL 464 MEDICAL INSTRUMENTATION (4)

Three hours lecture and two hours lab activity per week

Prerequisite: 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.

Same as: PHYS 464

BIOL 490 SPECIAL TOPICS (1-3)

Three hours seminar per week

Prerequisite: Consent of Instructor

In-depth analysis of current topics in biology. Topics vary each semester. Repeatable by topic.

BIOL 491 SPECIAL LABORATORY TOPICS (1-3)

Prerequisite: 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)

Prerequisite: 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

Prerequisite: 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

BIOL 494 INDEPENDENT RESEARCH (1-3)

Prerequisite: 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)

Prerequisite: 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.

BIOL 501 FUNDAMENTALS OF CELLULAR AND MOLECULAR BIOLOGY (4)

Four hours lecture per week

Prerequisite: 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

Prerequisite: BIOL 400, BIOL 401 or BIOL 501 or Consent of Instructor

Provides students with theoretical foundations and practical 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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.

BIOL 507 PHARMACOGENOMICS AND PHARMACOPROTEOMICS (3)

Three hours lecture per week

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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 and 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
Prerequisite: 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 (1.5-1.5)

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
 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 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
 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
Prerequisite: 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
Prerequisite: 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 per week
Prerequisite: 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
Prerequisite: MATH 150; PHYS 200 and PHYS 201 or PHYS 315 or BIOL/PHYS 434
 Covers biosignaling processes, instrumentation and devices in measuring, recording, monitoring and diagnosis, modern medical imaging analysis systems, nanodevices, 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)

Three hours lecture per week
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 ECON 203, SOC 203
GenEd: D

BUS 301 SOCIAL BUSINESS PLANNING (3)

Three hours lecture per week
Prerequisite: BUS/ECON /SOC 203
Addresses the major issues confronted when planning a social business: identification, diagnosis and measurement of social problem, elements of a social business plan including all types of resource flows, plausible forecasting about them, tax issues, and legal issues. Students will interact with an existing social business and research its business plan.

Same as ECON 301, SOC 301

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 Same asECON 305

BUS 320 BUSINESS OPERATIONS (3)

Three hours lecture per week
Prerequisite: 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 330 BEHAVIORAL FINANCE: THE PSYCHOLOGY OF DECISION-MAKING (3)

Three hours lecture per week
Examines the influence psychology has on the behavior of financial practitioners and the subsequent effect on financial markets. Investigates psychological variables (such as heuristics, biases, overconfidence, and sentiment) and how the resulting affective and cognitive reactions impact personal and general financial decisions. Examines how to apply behavioral finance in investing, corporate financial decision making, and financial market management.

Same as PSY 330
GenEd: D, E, INTD

BUS 334 THE BUSINESS OF ART (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor

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, INTD

BUS 335 BUSINESS AND THE PERFORMING ARTS (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor

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, INTD

BUS 336 SOCIAL ENTREPRENEURSHIP (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor

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 semester-long service project.

Same as SOC 336
GenEd: D, INTD

BUS 339 BUSINESS IN CHINA: HERITAGE AND CHANGE (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor

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, INTD

BUS 340 BUSINESS AND ECONOMICS IN LITERATURE (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor

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 Same asECON 340, ENGL 340
GenEd: C2, D, INTD

BUS 341 DRUG DISCOVERY AND DEVELOPMENT (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor

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, INTD

BUS 342 THE ZOO: CONSERVATION, EDUCATION AND RECREATION (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

BUS 344 THE LIBRARY: COLLECTIONS, SERVICES & INSTRUCTION (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, IIB 344

GenEd: D, INTD

BUS 347 THE UNIVERSITY (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

BUS 349 HISTORY OF BUSINESS AND ECONOMICS IN NORTH AMERICA (3)

Three hours of lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

BUS 434 THE MUSEUM: CULTURE, BUSINESS AND EDUCATION (3)

Three hours lecture per week

An interdisciplinary, in-depth study of a museum from the perspective of art, business, and education. Analyzes how artistic values, business and management issues and educational projects are linked within museum practices. Each term this course is offered it will focus on a specific museum in the area. Repeatable up to 2 units.

Same as ART 434, EDUC 434

GenEd: CI, D, INTD

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, INTD

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, INTD

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 495 THE ENTERTAINMENT EVENT: PRODUCTION, MARKETING AND PERFORMANCE (3)

Two hours lecture and 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 498 FACULTY-STUDENT COLLABORATIVE RESEARCH IN SOCIAL BUSINESS (2-3)

Two to six hours activity per week

Prerequisite: BUS/ECON/SOC 203, BUS/ECON/SOC 301 and Consent of Instructor

Engage in the creation of original intellectual or creative work by collaborating with a faculty member on research of a social business. Includes in-depth and possible on-site study of a social business using knowledge from previous courses in the minor/certificate; and the writing of a case study about the chosen social business.

Same as ECON 498, SOC 498

BUS 499 CAPSTONE (3)

Three hours lecture per week

Prerequisite: 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 PC-based simulation of an ongoing (fictitious) international business. Requires decision-making 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, multi-attribute 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 6 units.

BUS 523 SPECIAL TOPICS IN ECONOMICS (3)

Three hours seminar per week
In-depth analysis of current topics in economics. Topics vary each semester. Repeatable up to 6 units.

BUS 524 SPECIAL TOPICS IN HUMAN RESOURCE MANAGEMENT (3)

Three hours seminar per week
In-depth analysis of current topics in human resource management. Topics vary each semester. Repeatable up to 6 units.

BUS 525 SPECIAL TOPICS IN STRATEGY (3)

Three hours seminar per week
In-depth analysis of current topics in strategy. Topics vary each semester. Repeatable up to 6 units.

BUS 526 SPECIAL TOPICS IN CAREER DEVELOPMENT (3)

Three hours seminar per week
In-depth analysis of current topics in career development. Topics vary each semester. Repeatable up to 6 units.

BUS 527 SPECIAL TOPICS IN ENTREPRENEURIAL MANAGEMENT (3)

Three hours seminar per week
In-depth analysis of current topics in entrepreneurial management. Topics vary each semester. Repeatable up to 6 units.

BUS 528 SPECIAL TOPICS IN MANAGEMENT INFORMATION SYSTEMS (3)

Three hours seminar per week
In-depth analysis of current topics in management information systems. Topics vary each semester. Repeatable up to 6 units.

BUS 529 SPECIAL TOPICS IN BUSINESS OPERATIONS (3)

Three hours seminar per week
In-depth analysis of current topics in business operations. Topics vary each semester. Repeatable up to 6 units.

BUS 530 MANAGING BUSINESS OPERATIONS (3)

Three hours seminar per week
Prerequisite: BUS 520
Corequisite: 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

Prerequisite: 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 6 units.

BUS 610 CAPSTONE PROJECT FOR MS/MBA DUAL DEGREE (6)

Six hours seminar per week

Prerequisite: 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

Prerequisite: 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 and three hours lab per week

Prerequisite: 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.

A lab fee is 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

Prerequisite: 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. A lab fee is required.

GenEd: B1

CHEM 122 GENERAL CHEMISTRY II (4)

Three hours lecture and three hours laboratory per week

Prerequisite: 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. A lab fee is 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

Prerequisite: 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

Prerequisite: 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. A lab fee is required.

CHEM 301 ENVIRONMENTAL CHEMISTRY - ATMOSPHERE AND CLIMATE (3)

Three hours lecture per week

Prerequisite: 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 and three hours lab per week

Prerequisite: 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.

Prerequisite: 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. A lab fee is required.

GenEd: B4

CHEM 311 ORGANIC CHEMISTRY I (3)

Three hours lecture per week

Prerequisite: 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

Prerequisite: 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. A lab fee is 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

Prerequisite: 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

Prerequisite: 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). A lab fee is 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

Prerequisite: 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

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

CHEM 335 THE CHEMISTRY OF THE KITCHEN (3)

Two hours lecture and two hours activity per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

CHEM 341 DRUG DISCOVERY AND DEVELOPMENT (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

CHEM 343 FORENSIC SCIENCE (3)

Two hours lecture and three hours laboratory per week

Prerequisite: Junior Standing or Consent of Instructor

A survey of the various chemical and biological techniques used in obtaining and evaluating criminal evidence. Topics include: chromatography; mass spectrometry (LC-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, INTD

CHEM 344 ENERGY AND SOCIETY (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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 PHYS 344

GenEd: B1, INTD

CHEM 371 PHYSICAL CHEMISTRY I (3)

Three hours lecture per week

Prerequisite: 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

Prerequisite: CHEM 371 (or concurrent registration)

This course is designed to introduce experimental physical chemistry including measurement of thermodynamic and kinetic properties. A lab fee is required.

CHEM 373 PHYSICAL CHEMISTRY II (3)

Three hours lecture per week

Prerequisite: 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

Prerequisite: 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. A lab fee is required.

CHEM 415 MOLECULAR STRUCTURE DETERMINATION (4)

Three hours lecture and three hours laboratory per week

Prerequisite: 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. A lab fee is required.

CHEM 420 ADVANCED INORGANIC CHEMISTRY (3)

Three hours lecture per week

Prerequisite: 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

Prerequisite: 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. A lab fee is required.

CHEM 460 BIOCHEMISTRY I (4)

Three hours lecture and three hours laboratory per week

Prerequisite: 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. A lab fee is required.

CHEM 461 BIOCHEMISTRY II (4)

Three hours lecture and three hours laboratory per week

Prerequisite: 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. A lab fee is required.

CHEM 465 BIOINORGANIC CHEMISTRY (4)

Three hours lecture and three hours laboratory per week

Prerequisite: 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

Laboratory study of a selected topic, the title of which is to be specified in advance. Repeatable by topic up to 6 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 6 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
Prerequisite: 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 work-in 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

Chicano/a 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 and two hours activity per week
Prerequisite: 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/No Credit
GenEd: D

CHS 331 TRANSBORDER PERSPECTIVES IN CHICANA/O STUDIES (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor
 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, INTD

CHS 333 HISTORY OF SOUTHERN CALIFORNIA CHICANA/O ART (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor
 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, INTD

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, COMM 343
GenEd: C3B, INTD

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
Prerequisite: 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

Prerequisite: 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 1990's. 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

Prerequisite: 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 child-centered setting or related service project.

Same as EDUC 445, HIST 445

GenEd: C3B, D, INTD

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

Prerequisite: 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, post-modernism, 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

Prerequisite: 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 experience.

CHS 494 INDEPENDENT RESEARCH (1-3)

One to Three hours activity per week

Prerequisite: 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 3 units.

CHS 497 DIRECTED STUDIES (1-3)

One to three hours per week

Prerequisite: 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

Prerequisite: 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 Laboratory Studies

CLS 500 CLINICAL TRAINING CERTIFICATE PROGRAM PART ONE (8)

Forty hours field studies per week

Prerequisite: 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)

Forty hours field studies per week

Prerequisite: 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 information-saturated 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
Prerequisite: 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.

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 MULTICULTURAL 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
Prerequisite: Junior Standing or Consent of Instructor
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, INTD

COMM 340 CONFLICT MANAGEMENT AND MEDIATION (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor
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, INTD

COMM 342 INTERNET-BASED SOCIAL NETWORKS (3)

Three hours lecture per week
Explores the ongoing evolution of Internet based social networks using an interdisciplinary approach. Incorporates research from sociology, computer science, media studies, and philosophy to understand Internet based social networks, cultural and structural

conditions of online communication, virtual identity construction, management of digital media, and the impact online social networks have on various institutions of society.

Same as COMP 342, SOC 342

GenEd: B4, D, INTD

COMM 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 CHS 343, NRS 343

GenEd: C3B, INTD

COMM 345 MEDIA LITERACY AND YOUTH CULTURE (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor
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, INTD

COMM 346 SCHOOL COMMUNICATION (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor
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, INTD

COMM 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 NRS 441

GenEd: D, INTD

COMM 442 ORGANIZATIONAL COMMUNICATION (3)

Three hours lecture per week

Prerequisite: 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, INTD

COMM 443 ENVIRONMENTAL COMMUNICATION (3)

Three hours lecture per week

Prerequisite: 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, INTD

COMM 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 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 units.

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

Prerequisite: Upper Division Standing and

Program approval; Instructor consent

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 and four hours activity per week

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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 IS 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

Prerequisite: 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)

Two hours lecture and three hours lab per week

Prerequisite: COMP 105 or COMP 121 or 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 UNIX SYSTEM PROGRAMMING I (3)

Two hours lecture and three hours lab per week

Prerequisite: COMP 151 or IT 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.

Same as IT 221

COMP 232 PROGRAMMING LANGUAGES (3)

Two hours lecture and three hours lab per week

Prerequisite: 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)

Two hours lecture and three hours lab per week

Prerequisite: 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

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

COMP 342 INTERNET-BASED SOCIAL NETWORKS (3)

Three hours lecture per week

Explores the ongoing evolution of Internet based social networks using an interdisciplinary approach. Incorporates research from sociology, computer science, media studies, and philosophy to understand Internet based social networks, cultural and structural conditions of online communication, virtual identity construction, management of digital media, and the impact online social networks have on various institutions of society.

Same as COMM 342, SOC 342

GenEd: B4, D, INTD

COMP 345 DIGITAL IMAGE PROCESSING (3)

Three hours lecture in the lab per week

Prerequisite: Junior Standing or 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, MATH 345

GenEd: B1, B4, INTD

COMP 350 INTRODUCTION TO SOFTWARE ENGINEERING (3)

Two hours lecture and three hours lab per week

Prerequisite: 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, 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. 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)

Two hours lecture and three hours lab per week

Prerequisite: MATH 300 or MATH 301 and COMP 151 or IT 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.

Same as IT 420

COMP 421 UNIX SYSTEM PROGRAMMING II (3)

Two hours lecture and three hours lab per week

Prerequisite: COMP/IT 221

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.

Same as IT 421

COMP 424 COMPUTER SYSTEM SECURITY (3)

Three hours lecture in the lab per week
Prerequisite: COMP 151 or IT 151 required, COMP 362 or COMP/IT 421 recommended
 Security techniques in operating systems, data bases, and computer networks. Analysis of formal security models. Introduction to cryptography, and public key security schemas.
Same as IT 424

COMP 425 COMPUTER GAME PROGRAMMING (3)

Three hours lecture per week
Prerequisite: COMP 151
 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)

Two hours lecture and three hours lab per week
Prerequisite: COMP 232 and COMP 362 or COMP 221 and COMP 421
 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.
Same as IT 429

COMP 437 FOUNDATIONS OF COMPUTER GAME DEVELOPMENT (3)

Three hours lecture per week
Prerequisite: COMP 105, MATH 137, ART 205, ART 206 or Consent of Instructor
 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, INTD

COMP 445 IMAGE ANALYSIS AND PATTERN RECOGNITION (3)

Three hours lecture in the lab per week
Prerequisite: 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, INTD

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, INTD

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, INTD

COMP 451 ADVANCED OBJECT-ORIENTED PROGRAMMING (3)

Three hours lecture in the lab per week
Prerequisite: 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
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 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)

Two hours lecture and three hour lab per week
Prerequisite: COMP 350 and COMP 362 or Consent of Instructor
 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)

Two hours lecture and three hours lab per week
Prerequisite: COMP 350 and MATH 240 or COMP 221 and MATH 301
 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.
Same as IT 464

COMP 469 ARTIFICIAL INTELLIGENCE/ NEURAL NETS (3)

Three hours lecture in the lab per week
Prerequisite: 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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 510 ADVANCED IMAGE ANALYSIS TECHNIQUES (3)

Three hours of lecture in the lab per week

Prerequisite: Admission to the MS Mathematics Program or MS Computer Science 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.

Same as PHYS 510, MATH 510

COMP 520 ADVANCED DATABASE SYSTEMS (3)

Three hours lecture in the lab per week

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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 546 PATTERN RECOGNITION (3)

Three hours of lecture in the lab per week

Prerequisite: Admission to the Computer Science or Mathematics Graduate Program

New and emerging applications of pattern recognition (PR) such as data mining, web searching, multimedia data retrieval, face recognition, and cursive handwriting recognition - require robust and efficient techniques. Statistical decision making and estimation are fundamental to the study of PR. Pattern content is analyzed using feature extraction and classification. The principles and concepts underpinning PR, 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 PR processes, and their performance on a variety of diverse examples will be studied.

Same as PHYS 546, MATH 546

COMP 549 HUMAN-COMPUTER INTERACTION (3)

Three hours lecture in the lab per week

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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, computer-aided 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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)

Prerequisite: 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)

Prerequisite: 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

ECON 111 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)

Three hours lecture per week
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 301 SOCIAL BUSINESS PLANNING (3)

Three hours lecture per week
Prerequisite: BUS/ECON /SOC 203
Addresses the major issues confronted when planning a social business: identification, diagnosis and measurement of social problem, elements of a social business plan including all types of resource flows, plausible forecasting about them, tax issues, and legal issues. Students will interact with an existing social business and research its business plan.
Same as BUS 301, SOC 301

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
Prerequisite: 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
Prerequisite: ECON 110, ECON 111 and MATH 140 or MATH 150
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
Prerequisite: 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
Prerequisite: 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
Prerequisite: Junior Standing or Consent of Instructor
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, POLS 331, HIST 331
GenEd: C2, D, INTD

ECON 333 NONPROFIT ORGANIZATIONS (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor
Issues unique to nonprofit organizations including financial, legal, and political.
Same as POLS 333
GenEd: D, INTD

ECON 340 BUSINESS AND ECONOMICS IN LITERATURE (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor
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, INTD

ECON 341 DRUG DISCOVERY AND DEVELOPMENT (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor
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, INTD

ECON 342 THE ZOO: CONSERVATION, EDUCATION AND RECREATION (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

ECON 344 THE LIBRARY: COLLECTIONS, SERVICES & INSTRUCTION (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, IIB 344

GenEd: D, INTD

ECON 347 THE UNIVERSITY (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

ECON 349 HISTORY OF BUSINESS AND ECONOMICS IN NORTH AMERICA (3)

Three hours of lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

ECON 362 ENVIRONMENTAL ECONOMICS (3)

Three hours lecture per week

Prerequisite: 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

Prerequisite: 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 425 LABOR ECONOMICS (3)

Three hours of lecture per week

Prerequisite: 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, INTD

ECON 444 VALUES AND VALUABLES (3)

Three hours lecture per week

Prerequisite: 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, INTD

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, INTD

ECON 450 PUBLIC SECTOR ECONOMICS (3)

Three hours of lecture per week

Prerequisite: ECON 310 or ECON 329

The economic role of government with an emphasis on the allocation and distribution effects of government expenditures and taxation.

ECON 455 URBAN AND REGIONAL ECONOMICS (3)

Three hours of lecture per week

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: ECON 310 or ECON 311

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

Prerequisite: 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

Prerequisite: 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 hours activity per week

Prerequisite: ECON 310 or 329; MATH 140 or 150, BIOL 202 or MATH 340 or MATH 342

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 6 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 496 SEMINAR IN ECONOMIC
ANALYSIS (3)**

Three hours seminar per week

Prerequisite: 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 498 FACULTY-STUDENT
COLLABORATIVE RESEARCH IN
SOCIAL BUSINESS (2-3)**

Two to six hours activity per week

Prerequisite: BUS/ECON/SOC 203, BUS/
ECON/SOC 301 and *Consent of Instructor*

Engage in the creation of original intellectual or creative work by collaborating with a faculty member on research of a social business. Includes in-depth and possible on-site study of a social business using knowledge from previous courses in the minor/certificate; and the writing of a case study about the chosen social business.

Same as BUS 498, SOC 498

ECON 499 CAPSTONE (3)

Three hours of lecture per week

Prerequisite: 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 and 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

**ECS 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 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 and two hours activity per week

Prerequisite: 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

Prerequisite: 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 INFANT/TODDLER STUDENT TEACHING & SEMINAR (4)

Nine hours field studies per week

One hour seminar per week

Prerequisite: 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 462 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 463 CONSULTATION AND COMMUNICATION WITH FAMILIES AND PROFESSIONALS (3)

Three hours of lecture/discussion per week

Prerequisite: Senior Standing

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.

ECS 468 EARLY NUMERACY & LITERACY FOR CHILDREN AGES 3 - 8 (3)

Three hours lecture per week

Prerequisite: ECS 320, ENGL 312

Corequisite: 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

Prerequisite: ECS 320

Corequisite: 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.

ECS 471 PRESCHOOL/PRIMARY STUDENT TEACHING & SEMINAR (4)

Fourteen (14) hours activity and 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 (I-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 (I-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 (I)

Three hours per week in local public schools.

Prerequisite: 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 4 units.

ECS 562 FIELD EXPERIENCE EARLY CHILDHOOD STUDIES II (2)

One full school day per week in local public schools.

Prerequisite: 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 8 units.

Education – Accelerated Program

EDAP 364 INITIAL CLASSROOM APPRENTICESHIP (I)

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

Prerequisite: 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 I: MULTICULTURAL/ MULTILINGUAL (3)

Three hours lecture per week

Prerequisite: Admission to the Accelerated Program

Corequisite: 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

Prerequisite: Admission to the Multiple Subject Accelerated program; EDAP 422

Corequisite: 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

Prerequisite: MATH 208 or Consent of the Program Coordinator; Admission to the Multiple Subject Accelerated Program

Corequisite: 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

Prerequisite: 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

Prerequisite: MATH 208 or Consent of the Program Coordinator. Admission to the Multiple Subject Accelerated Program.

Corequisite: EDAP 467 or EDAP 469

Consent of Instructor.

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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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.

Graded: Credit/No Credit

EDAP 469 STUDENT TEACHING II (3)

Twelve weeks of one half day in schools and 4 weeks of full-time student teaching.

Prerequisite: 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

Prerequisite: 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.

Prerequisite: 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

Prerequisite: 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 600 CURRICULUM: HISTORY AND ANALYSIS (3)

Three hours lecture per week

Prerequisite: Admission into the MA in Education

Study of theoretical and historical frameworks for curricular development and decision making. Includes analysis and evaluation of curriculum, reform movements, and impacts on teaching and learning.

EDCI 605 ASSESSMENT IN THE CLASSROOM (4)

Four hours lecture per week

Prerequisite: Admission into the MA in Education

An in-depth study of assessment strategies of student learning and an examination of current assumptions about classroom instruction, assessment, and learning. The relationship between theory and practice is emphasized.

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.

EDCI 630 ADVANCED ISSUES IN EARLY CHILDHOOD STUDIES (3)

Three hours lecture per week

Prerequisite: Acceptance into a Masters of Education Program

Investigation into discourses of early childhood development and learning and schooling. The construct of Developmentally Appropriate Practice, supporting consideration of the whole child in research, policy, and educational reforms, will be examined. Culturally Relevant theoretical frameworks and practices, focusing on children's cultural knowledge, prior experiences, and performance styles to make learning more appropriate and effective, will also be addressed.

EDCI 635 RESEARCH, POLICY, AND PRACTICE WITH FAMILIES AND YOUNG CHILDREN (3)

Three hours lecture per week

Prerequisite: Acceptance in a Masters in Education Program and Consent of Instructor

Examines and conducts field research collaborating with families and communities. Special emphasis on the connections among families, young children, and the educational programs families have access to. Emphasis on the Funds of Knowledge of immigrant families and first and second generation immigrant learners in California communities.

EDCI 640 ISSUES IN ELEMENTARY EDUCATION (3)

Three hours lecture per week

Prerequisite: Admission into the MA in Education

Investigates issues surrounding effective schooling for grades K-6. Includes philosophies of elementary education, school organization and leadership, curriculum content, standards, instructional and assessment practices, demographic trends, and culturally relevant pedagogy.

EDCI 641 ADVANCED MATHEMATICS TEACHING METHODS (3)

Three hours lecture per week

Prerequisite: Admission into the MA in Education

Investigates effective strategies for planning, learning, teaching, and assessing major mathematical concepts and content found in California and national Mathematics Curriculum Frameworks. Emphasizes deepening understanding and meeting the needs of all students,

connections within the mathematics curriculum, communicating mathematical ideas, and incorporating technology.

EDCI 642 ADVANCED SCIENCE TEACHING METHODS (3)

Three hours lecture per week
Prerequisite: Admission to the MA in Education
 Focuses on effective science teaching, learning, and assessment strategies aligned to the national science education frameworks and standards. Emphasis is placed on the application of content and pedagogy in a PK-12 curricular context.

EDCI 643 ADVANCED METHODS IN THE TEACHING OF ENGLISH IN SECONDARY SCHOOLS (3)

Three hours lecture per week
Prerequisite: Admission into the MA in Education
 A theoretical and research-based approach to the teaching of literature and writing with practical applications to secondary schools. Emphasizes responsiveness to students' literacy needs, incorporation of technology, and intentionality in planning curriculum.

EDCI 645 ISSUES IN SECONDARY EDUCATION (3)

Three hours seminar per week
Prerequisite: Acceptance into the MA in Education
 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. Formerly EDCI 602, changed Fall 2012.

EDCI 650 COOPERATIVE LEARNING (3)

Three hours lecture per week
Prerequisite: Admission into the MA in Education
 Fundamental knowledge of cooperative learning and analysis derived from its use in classrooms. Development of skills for planning, teaching, and assessment through a research-based framework.

EDCI 655 ADVANCED CLASSROOM MANAGEMENT THEORY (3)

Three hours lecture per week
Prerequisite: Admission into the MA Education Program
 Investigation and discussion of a range of behavior management theories, discipline strategies, organizational procedures, and communication skills. Emphasis will be placed on actual classroom experiences and development of a personal model of discipline.

Education – Multilingual

EDML 563 PRIMARY LANGUAGE PEDAGOGY AND LITERACY I (3)

Three hours lecture per week
Prerequisite: 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
Prerequisite: 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 EDMS 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 I: MULTICULTURAL/MULTILINGUAL (4)

Three hours of lecture/discussion per week
Prerequisite: Admission to the Multiple Subject Program
Corequisite: 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
Corequisite: 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 525 MODERN METHODS IN MATHEMATICS TEACHING TO GRADES K-3 (3)

Three hours lecture per week
Prerequisite: Admission to the Multiple Subject Program
Corequisite: EDMS 562 or EDMS 566 or Consent of Instructor
 Applying techniques and materials to teaching mathematics in self-contained classrooms in K-3 school settings. Special attention is given to developing number concepts, modeling mathematics concepts through concrete, verbal, symbolic and graphic representations, and mathematical reasoning. Planning units of study, creating lesson plans, and designing and implementing assessment tools to help differentiate activities for English Language Learners and exceptional children are integrated.

EDMS 526 MODERN METHODS IN MATHEMATICS TEACHING TO GRADES 4-6 (2)

Two hours lecture per week
Prerequisite: EDMS 525
Corequisite: EDMS 562, EDMS 565 or EDMS 575 or Consent of Instructor
 Applying techniques and materials to teaching mathematics in self-contained classrooms in Grade 4-6 settings. Special attention is given to mathematical reasoning, problem solving skills, modeling concepts through multiple approaches including verbal, concrete, symbolic, and graphic representations. Designing assessment tools and using assessment data to differentiate activities for English Language Learners and exceptional children. Use of digital technology will be stressed.

**EDMS 527 HISTORY, SOCIAL STUDIES
AND INTEGRATED ARTS (4)**

Four hours of lecture/discussion per week

Prerequisite: Admission to the Multiple Subject Credential Program

Corequisite: 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

Corequisite: 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

Corequisite: 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.

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 on-going 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 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.

EDPL 631 PROFESSIONAL DEVELOPMENT/ FIELDWORK I (1-4)

Variable Credit 1-4 hours.

Each 1 Credit is comprised of: 3 seminars at 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

EDPL 632 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 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

Prerequisite: Admission to the Single Subject Credential Program

Corequisite: 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

Prerequisite: Admission to the Single Subject Credential Program

Corequisite: 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

Prerequisite: Admission to the Single Subject Credential Program

Corequisite: 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

Corequisite: 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

Corequisite: 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 multicultural social studies classrooms in California. Methods to reach and teach English language learners and students with special needs are also highlighted.

EDSS 541 TEACHING MATHEMATICS IN HIGH SCHOOLS (4)

Three hours lecture per week

Prerequisite: Admission to the Single Subject Credential Program

Corequisite: 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

Corequisite: 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

Corequisite: 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

Corequisite: 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 (PART-TIME PROGRAM) (1)

Four hours per week in a middle school setting

Prerequisite: Admission to the Single Subject Credential Program.

Corequisite: 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 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: 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) (I)

Four hours per week in a high school setting

Prerequisite: Admission to the Single Subject Credential Program

Corequisite: 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 3 units.

Graded: Credit/No Credit

EDSS 581 STUDENT TEACHING SEMINAR-HIGH SCHOOL (2)

Two hours seminar per week

Prerequisite: Admission to the Single Subject Credential Program. Successful completion of EDSS 575

Corequisite: 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

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

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

EDUC 342 THE ZOO: CONSERVATION, EDUCATION AND RECREATION (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

EDUC 343 TEACHING DRAMA TO CHILDREN (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

EDUC 344 THE LIBRARY: COLLECTIONS, SERVICES & INSTRUCTION (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

EDUC 345 MEDIA LITERACY AND YOUTH CULTURE (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

EDUC 346 SCHOOL COMMUNICATION (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

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

EDUC 347 THE UNIVERSITY (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

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

Prerequisite: 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, INTD

EDUC 434 THE MUSEUM: CULTURE, BUSINESS AND EDUCATION (3)

Three hours lecture per week

An interdisciplinary, in-depth study of a museum from the perspective of art, business, and education. Analyzes how artistic values, business and management issues and educational projects are linked within museum practices. Each term this course is offered it will focus on a specific museum in the area. Repeatable up to 2 units.

Same as ART 434, BUS 434

GenEd: C1, D, INTD

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, INTD

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 child-centered setting or related service project.

Same as HIST 445, CHS 445

GenEd: C3B, D, INTD

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 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 student 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
Corequisite: 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

Prerequisite: Admission to the advanced phase of the Multiple Subject, Single Subject or Education Specialist Teaching Credential Program; *Consent of Instructor*

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 605 EDUCATION IN A DIVERSE SOCIETY (3)

Three hours lecture/discussion per week

Prerequisite: Completion of Baccalaureate Degree

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)

Prerequisite: Admission to Masters of Education Program

Consent of Instructor Required for Enrollment

Independent research of topic of choice with advisor approval. Repeatable up to 6 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 (1-3)

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

Prerequisite: Advancement to Candidacy and *Consent of Instructor*

Independent action research project with advisor approval. Repeatable up to 6 units.

Student Option: Graded or Credit/No Credit

EDUC 650 CRITICAL FRIENDS GROUP AS PROFESSIONAL LEARNING COMMUNITY (3)

Three hours seminar per week

Prerequisite: *Consent of Instructor*

Developing theoretical and practical knowledge and skills for creating a student-centered culture of evidence in classrooms and schools, cultivating leadership skills, and preparing to lead PK-12 colleagues in creating and implementing professional learning communities in schools.

Graded: 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

Corequisite: 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

Corequisite: Enrolled in Graduate or Postbaccalaureate Program and *Consent of Instructor*

Provides a graduate student with credit for curricular activities conducted under the direction of a School of Education faculty member.

English

ENGL 101 STARTING THE STRETCH (1)

One hour online per week

An introduction to the expectations, terminology and conventions of first year writing courses, with discussion of the multiple purposes of college writing and analysis of student/peer writing. Practice in the use of scoring rubrics and introduction to the concept of holistic scoring. Online course.

Graded: Credit/No Credit

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.

GenEd: A2

ENGL 105 COMPOSITION AND RHETORIC I (3)

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

Prerequisite: 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 6 units.

GenEd: C2, C3B

ENGL 120 AMERICAN LITERATURE I (3)

Three hours lecture/discussion per week

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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 250 BRITISH AND EUROPEAN LITERATURE II (3)

Three hours lecture/discussion per week

Prerequisite: 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 251 SECRETS OF ACADEMIC WRITING (3)

Three hours lecture per week

Prerequisite: ENGL 102 and ENGL 103 or ENGL 105 or ENGL 106

Locate, examine, analyze and practice genres of academic writing within a discipline. Discuss how and why writers publish in a discipline, consider guidelines for writers, and deconstruct the ways that writers organize their material. Practice academic writing genres to gain entry into the secrets of the discipline, and learn how to present according to expectations.

Student Option: Graded or Credit/No Credit

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

Prerequisite: ENGL 103 or ENGL 105 and SPAN 202 or SPAN 212 or Consent of Instructor

Explores the literature of the Americas written in English and Spanish. Includes works by bilingual U.S. authors and by Latin American authors. Genres may include novels, short stories, drama, and poetry. Texts will be read 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
Prerequisite: 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
Prerequisite: ENGL 103 or ENGL 105 and either ENGL 220 or ENGL 250 for the 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 6 units.

ENGL 326 MAJOR BRITISH AND EUROPEAN AUTHORS (3)

Three hours lecture/discussion per week
Prerequisite: 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
Prerequisite: 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
Prerequisite: 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
Prerequisite: 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
Prerequisite: Junior Standing or Consent of Instructor
 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, INTD

ENGL 331 NARRATIVES OF THE WORKING CLASS (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor
 Examines the lives of working people using various thematic approaches and disciplinary methodologies. Materials include literature, film, and case studies.
Same as SOC 331, POLS 331, ECON 331, HIST 331
GenEd: C2, D, INTD

ENGL 332 TEACHING DRAMATIC LITERATURE (3)

Three hours lecture per week
Prerequisite: 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, INTD

ENGL 333 MULTICULTURAL DRAMA AND THEATRE (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor
 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, INTD

ENGL 334 NARRATIVES OF SOUTHERN CALIFORNIA (3)

Three hours lecture/discussion per week
Prerequisite: Junior Standing or Consent of Instructor
 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, INTD

ENGL 335 AMERICAN ETHNIC IMAGES IN NOVELS, FILM AND ART (3)

Three hours lecture/discussion per week
Prerequisite: Junior Standing or Consent of Instructor
 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, INTD

ENGL 337 LITERATURE OF THE ENVIRONMENT (3)

Three hours lecture/discussion per week
Prerequisite: Junior Standing or Consent of Instructor
 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, INTD

ENGL 338 SCIENCE AND CONSCIENCE (3)

Three hours lecture/discussion per week

Prerequisite: Junior Standing or Consent of Instructor

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.

ENGL 339 PSYCHOLOGY AND LITERATURE (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

ENGL 340 BUSINESS AND ECONOMICS IN LITERATURE (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

ENGL 341 MODERN AMERICAN DRAMA AND THEATRE (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

ENGL 342 MODERN BRITISH AND EUROPEAN DRAMA AND THEATRE (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

ENGL 344 WORLD DRAMA AND THEATRE (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

ENGL 349 PERSPECTIVES ON MULTICULTURAL LITERATURE (3)

Three hours lecture/discussion per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

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 2 units.

GenEd: C2, C3B

ENGL 360 LITERARY THEORY (3)

Three hours lecture per week

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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 430 TRADITION AND TRANSFORMATION: LITERATURE, HISTORY, AND CULTURAL CHANGE (3)

Three hours lecture per week

Prerequisite: 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 2 units.

Same as HIST 430

GenEd: C3B, D, INTD

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 1920's. Historical geneses and subsequent artistic legacies will also be explored.

Same as ART 432, PAMU 432

GenEd: C1, C2, INTD

ENGL 433 GAY/LESBIAN/BISEXUAL/ TRANSGENDER STUDIES (3)

Three hours lecture per week

Prerequisite: 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 GEND 433

GenEd: C2, D, INTD

ENGL 456 WOMEN'S FICTION (3)

Three hours lecture/discussion per week

Prerequisite: 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

Prerequisite: 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 2 units.

ENGL 462 POETRY WRITING (3)

Three hours lecture/discussion per week

Prerequisite: 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 2 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 2 units.

Same as PATH 463

ENGL 464 CREATIVE NONFICTION (3)

Three hours lecture/discussion per week

Prerequisite: 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 2 units.

ENGL 465 CREATIVE WRITING PROJECT (3)

Six hours activity per week

Prerequisite: 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 2 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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 480 INTRODUCTION TO GRANTWRITING (3)

Three hours lecture per week

Prerequisite: Upper Division Standing

Introduction to the grantwriting process. Includes needs assessment, researching funders, and preparing a proposal. Students will be encouraged to work collaboratively to identify authentic needs and develop a draft grant proposal that can serve as the seed for an actual proposal.

ENGL 482 TECHNICAL AND BUSINESS WRITING (3)

Three hours lecture per week

Prerequisite: ENGL 251 or ENGL 330

An overview of the field of technical and business writing. Students will engage in research, interviewing, and production of genres of technical writing, including reports, users guides, manuals, and technical descriptions; and business writing, including business communications and proposals. Current software will be introduced.

ENGL 483 TECHNICAL VISUAL COMMUNICATION (3)

Three hours lecture/discussion per week

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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 6 units.

ENGL 492 INTERNSHIP (1-3)

Variable hours per week

Prerequisite: Junior or Senior Standing and Consent of Instructor

Service learning/internship experience in business or organizational environment appropriate to student's professional goals. Positions are arranged collaboratively with faculty, student and local organization and must meet program standards for internships. Repeatable up to 6 units.

ENGL 494 INDEPENDENT STUDY/ SENIOR RESEARCH (3)

Three hours activity per week

Prerequisite: 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

Prerequisite: 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 English.

Environmental Science & Resource Management

ESRM 100 INTRODUCTION TO ENVIRONMENTAL SCIENCE AND 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

Prerequisite: 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

Prerequisite: 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. A lab fee is required.

GenEd: B4

ESRM 329 ENVIRONMENTAL LAW AND POLICY (3)

Three hours lecture per week

Prerequisite: ESRM 100 or Consent of Instructor

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

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

ESRM 340 POLITICS AND THE ENVIRONMENT (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

Exploration of environmental politics in both the international and domestic contexts.

Same as POLS 340

GenEd: D, INTD

ESRM 341 THE NATIONAL PARK (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

ESRM 342 ENVIRONMENTAL HISTORY (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

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. A lab fee is 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

Prerequisite: 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

Prerequisite: 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, INTD

ESRM 443 ENVIRONMENTAL COMMUNICATION (3)

Three hours lecture per week

Prerequisite: 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, INTD

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, POLS 450

ESRM 462 COASTAL AND MARINE RESOURCE MANAGEMENT (4)

Three hours lecture and two hours activity per week

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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 483 ISSUES IN GLOBAL RESOURCE MANAGEMENT (3)

Three hours seminar per week

Prerequisite: Senior Standing or Consent of Instructor

Selected issues in global resource management. Topics may include climate change, ocean management, desertification, air pollution, ozone depletion, patterns of consumption, water pollution, water allocation, international policy or legislative instruments, or other topics as appropriate.

ESRM 490 SPECIAL TOPICS (3)

Three hours seminar per week

Prerequisite: Consent of Instructor

In-depth analysis of current topics in environmental science and resource management. Topics vary each semester.

ESRM 491 CAPSTONE PREPARATION (I)

Two hours activity per week

Prerequisite: Senior standing in the Environmental Science and Resource Management major

Research and develop a proposal for an ESRM project. Repeatable up to 3 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 (I-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

Prerequisite: 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

Prerequisite: 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 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 2 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 2 units.

Graded: Credit/No Credit

Freedom and Justice Studies

FJS 210 ETHICS FOR A FREE WORLD (3)

Three hours lecture per week

Students will explore concepts and practices of ethics, freedom, and justice by comparing how these have been theorized and practiced in relationship to each other across at least two times periods and cultures. Starting from a foundation in philosophy and developing an interdisciplinary lens, this class examines these foundational concepts and practices especially as engaged across the fields of identity and civil rights-based studies (including religious, ethnic, women's, gender, sexuality, and disability studies, etc.)

Same as PHIL 210

FJS 340 EXPLORING FREEDOM AND JUSTICE (3)

Three hours lecture per week

Starting from philosophical understandings of identity, community, and democracy the course focuses on themes such as slavery and emancipation; migration, exile, and diaspora; violence and reconciliation. Using an interdisciplinary lens that engages fields as wide-ranging as economics and literature, students will engage in trans-historical, cross-cultural exploration of freedom and justice and the various ways different peoples have attempted to put them into practice. Students will engage tools to analyze the relationship between these concepts and the structure of identity and its material effects.

Gender Studies

GEND 433 GAY/LESBIAN/BISEXUAL/ TRANSGENDER STUDIES (3)

Three hours lecture per week

Prerequisite: 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, INTD

Geography

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

Geology

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

Prerequisite: 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: tsunamis, 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 and three hours lab 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

Prerequisite: 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 6 units.

GenEd: C3B, D, INTD

History

HIST 211 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 1600's 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

Prerequisite: 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 316 HISTORY OF MEDIEVAL EUROPE 800-1400 (3)

Three hours lecture per week

A history of Europe from the Carolingian Empire through the high Middle Ages. Investigates the conflict and interaction of Roman, Christian, Islamic, and Germanic cultures, religions, philosophies, and institutions.

HIST 317 RENAISSANCE AND REFORMATION EUROPE 1350-1648 (3)

Three hours lecture per week

Examines the Renaissance and Reformations in European history. Topics include the crises of the late medieval church; humanism in art and literature; the religious developments of the Protestant and Catholic Reformations; the age of civil and religious wars.

HIST 318 THE AGE OF REVOLUTION IN EUROPE 1648-1871 (3)

Three hours lecture per week

A study of significant issues in European history from 1648 to 1871. The course focuses on developments in political theory, natural science and economics as well as the tensions in the old social order which helped instigate the French Revolution, the Napoleonic Wars, and the revolutions of 1848.

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
Prerequisite: Junior Standing or Consent of Instructor
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, INTD

HIST 331 NARRATIVES OF THE WORKING CLASS (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor
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, POLS 331, ECON 331
GenEd: C2, D, INTD

HIST 332 DANCE IN HISTORY (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor
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, INTD

HIST 333 HISTORY OF SOUTHERN CALIFORNIA CHICANA/O ART (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor
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, INTD

HIST 334 NARRATIVES OF SOUTHERN CALIFORNIA (3)

Three hours lecture/discussion per week
Prerequisite: Junior Standing or Consent of Instructor
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, INTD

HIST 335 AMERICAN ETHNIC IMAGES IN NOVELS, FILM AND ART (3)

Three hours lecture/discussion per week
Prerequisite: Junior Standing or Consent of Instructor
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, INTD

HIST 337 MUSIC IN HISTORY (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor
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, INTD

HIST 338 THEATRE IN HISTORY (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor
A survey of the history of theatrical 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, INTD

HIST 339 BUSINESS IN CHINA: HERITAGE AND CHANGE (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor
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, INTD

HIST 340 HISTORY AND PSYCHOLOGY OF NAZI GERMANY (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor
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, INTD

HIST 342 ENVIRONMENTAL HISTORY (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor
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
GenEd: D, INTD

HIST 349 HISTORY OF BUSINESS AND ECONOMICS IN NORTH AMERICA (3)

Three hours of lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

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 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 cross-

cultural 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

This 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 1990's. 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 Niebuhr. 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
Prerequisite: 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 femininity. 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
Prerequisite: 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 2 units.

Same as ENGL 430
GenEd: C3B, D, INTD

HIST 436 PSYCHOLOGY AND HISTORY OF EAST ASIAN WARRIOR CULTURES (3)

Three hours lecture per week
Prerequisite: 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, INTD

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, INTD

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 child-centered setting or related service project.

Same as EDUC 445, CHS 445
GenEd: C3B, D, INTD

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 1600's to the early 1800's. 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
Prerequisite: 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)

Prerequisite: 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)

Prerequisite: 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.
Prerequisite: 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

Information Technology

IT 151 DATA STRUCTURES FOR IT (3)

Two hours of lecture and three hours lab per week
Prerequisite: COMP 105 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 per week
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 221 UNIX SYSTEM PROGRAMMING I (3)

Two hours lecture and three hours lab per week
Prerequisite: COMP 151 or IT 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.
Same as COMP 221

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 380 WEB PROGRAMMING (3)

Three hours lecture in the lab per week
Prerequisite: COMP 151 or IT 151 and MATH 300 or 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. Formerly known as IT 280, course number changed effective Fall 2012.

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
Prerequisite: IT 380 and COMP/IT 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 WEB PROGRAMMING (3)

Three hours of lecture in the lab per week
Prerequisite: COMP 151 or 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 (3)

Two hours lecture and three hours lab per week

Prerequisite: MATH 300 or MATH 301 and COMP 151 or IT 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.

Same as COMP 420

IT 421 UNIX SYSTEM PROGRAMMING II (3)

Two hours lecture and three hours lab per week

Prerequisite: COMP/IT 221

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.

Same as COMP 421

IT 424 COMPUTER SYSTEM SECURITY (3)

Three hours lecture in the lab per week

Prerequisite: COMP 151 or IT 151 required, COMP 362 or COMP/IT 421 recommended

Security techniques in operating systems, data bases, and computer networks. Analysis of formal security models. Introduction to cryptography, and public key security schemas.

Same as COMP 424

IT 429 COMPUTER NETWORKS (3)

Two hours lecture and three hours lab per week

Prerequisite: COMP 232 and COMP 362 or COMP 221 and COMP 421

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.

Same as COMP 429

IT 464 COMPUTER GRAPHIC SYSTEMS AND DESIGN I (3)

Two hours lecture and three hours lab per week

Prerequisite: COMP 350 and MATH 240 or COMP 221 and MATH 301

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. *Same as COMP 464*

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 491 CAPSTONE PREPARATION (I)

Two hours activity per week

Prerequisite: COMP 362 and Senior Standing in the Information Technology Program

Research and develop a proposal for a significant capstone project under faculty supervision.

IT 492 INTERNSHIP (I-3)

Two to six hours activity per week

Prerequisite: Upper-division standing and Program approval of written proposal

Supervised work and study in an industrial or scientific setting involving development of degree-related skills.

IT 499 CAPSTONE PROJECT (3)

Three hours independent study per week

Prerequisite: IT 491

Design, implement and present a significant capstone project under faculty supervision.

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 information-saturated 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

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

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 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 4 EARLY START BASIC ALGEBRA SKILLS (1)

One hour seminar per week

Building intermediate algebraic skills. A review of fundamental concepts of algebra. This course is offered Credit/No Credit only. Credit will satisfy 1 unit of the Early Start Requirement. No Credit will not apply toward the baccalaureate degree. Students may retake Entry Level Mathematics (ELM) to obtain a passing score to move to college level mathematics courses.

Graded: Credit/No Credit

MATH 5 EARLY START INTERMEDIATE ALGEBRA SKILLS (1)

One hour lecture per week

A review of fundamental concepts of intermediate algebra. Problem solving using graphs and linear and quadratic equations. Credit for this course will satisfy the Early Start Requirement. Credit will not apply toward the baccalaureate degree. Students may retake Entry Level Mathematics (ELM) to obtain a passing score to move to college level mathematics courses.

Graded: Credit/No Credit

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

Prerequisite: 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

Prerequisite: 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

MATH 108 MATHEMATICAL THINKING (3)

Three hours lecture per week

Prerequisite: 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 problem-solving 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

MATH 137 STRATEGIES AND 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: A passing score on the Entry Level Mathematics Exam (ELM) or credit for 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, propositional 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 \mathbb{R}^n , 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.

MATH 300 DISCRETE MATHEMATICS (3)

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.

MATH 301 DISCRETE MATHEMATICS 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

Prerequisite: 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 APPLIED STATISTICS FOR BUSINESS AND ECONOMICS (3)

Three hours lecture in the lab per week

Prerequisite: MATH 101 or MATH 105

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
Prerequisite: 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, INTD

MATH 331 HISTORY OF MATHEMATICS (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor
 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, INTD

MATH 345 DIGITAL IMAGE PROCESSING (3)

Three hours lecture in the lab per week
Prerequisite: Junior Standing or 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, INTD

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
Prerequisite: 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
Prerequisite: 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
Prerequisite: MATH 240 or Consent of Instructor
 Groups, rings, and fields, the basic algebraic structures in contemporary mathematics.

MATH 399 MODERN TOOLS IN MATHEMATICS (I)

Three hours laboratory per week
 Modern tools and software based problem solving in mathematics. Repeatable and available for multiple enrollment.
Graded: Credit/No Credit

MATH 429 OPERATIONS RESEARCH (3)

Three hours lecture per week
Prerequisite: 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
Prerequisite: 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, INTD

MATH 437 MATHEMATICS FOR GAMES, SIMULATIONS, AND ROBOTICS (3)

Three hours lecture per week
Prerequisite: 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, INTD

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, INTD

MATH 445 IMAGE ANALYSIS AND PATTERN RECOGNITION (3)

Three hours lecture in the lab per week
Prerequisite: 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, INTD

MATH 448 SCIENTIFIC COMPUTING (3)

Three hours lecture in the lab per week
Prerequisite: MATH 151 and MATH 350 or COMP 151
 Examines the challenges of programming computers to perform mathematical

computations accurately and efficiently. Students learn how ideas from calculus are used to create algorithms to solve mathematical problems numerically.

GenEd: B3, B4, INTD

MATH 450 PARTIAL DIFFERENTIAL EQUATIONS AND MATHEMATICAL PHYSICS (3)

Three hours lecture per week

Prerequisite: MATH 350 or Consent of Instructor

Topics include: vector field theory and Fourier analysis.

MATH 451 COMPLEX ANALYSIS (3)

Three hours lecture per week

Prerequisite: 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 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)

Prerequisite: 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 ADVANCED IMAGE ANALYSIS TECHNIQUES (3)

Three hours of lecture in the lab per week

Prerequisite: Admission to the MS Mathematics Program or MS Computer Science 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.

Same as PHYS 510, COMP 510

MATH 511 FUNCTIONAL ANALYSIS (3)

Three hours lecture per week

Prerequisite: 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 512 PROBABILISTIC METHODS AND MEASURE THEORY (3)

Three hours lecture per week

Prerequisite: Admission to the MS Mathematics Program or MS Computer Science 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. Fall 2012 course number changed from MATH 510 to MATH 512.

MATH 513 ADVANCED ALGEBRA (3)

Three hours lecture per week

Prerequisite: Admission to the Computer

Science or Mathematics Graduate Program

Topics include: Techniques of Group Theory, Rings Fields, Modules, Galois Theory, Algebraic Number Theory, Algebraic Geometry, Techniques of Linear Algebra, Noncommutative Algebra, and Homological Algebra.

MATH 546 PATTERN RECOGNITION (3)

Three hours of lecture in the lab per week.

Prerequisite: Admission to the Computer

Science or Mathematics Graduate Program

New and emerging applications of pattern recognition (PR) such as data mining, web searching, multimedia data retrieval, face recognition, and cursive handwriting recognition - require robust and efficient techniques. Statistical decision making and estimation are fundamental to the study of PR. Pattern content is analyzed using feature extraction and classification. The principles and concepts underpinning PR, 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 PR processes, and their performance on a variety of diverse examples will be studied.

Same as PHYS 546, COMP 546

MATH 555 ACTUARIAL SCIENCES (3)

Three hours lecture per week

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: Admission to the Computer Science or Mathematics Graduate Program

Topics include: Brownian motion, stochastic integrals, conditional expectation, Kolmogorov'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

Prerequisite: Graduate Standing/Undergraduate Seniors

New developments in mathematics. Repeatable by topic up to 2 units.

MATH 594 INDEPENDENT STUDY (1-3)

Two to six hours activity per week
Faculty-supervised independent study in a specialized area of mathematics or applications of mathematics. A written proposal of the course of study must be approved by the MS Mathematics Director prior to registration. Repeatable up to 12 units.

MATH 597 MASTER THESIS (1-9)

Three hours lecture per week

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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, non-profits, 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 424 ORGANIZATIONAL BEHAVIOR (3)

Three hours lecture per week

Prerequisite: MGT 307 or by Instructor Consent

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 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 2 units.

MGT 492 SERVICE LEARNING/ INTERNSHIP (1-3)

Six hours per week

Prerequisite: Consent of Instructor

Individual internship through service learning. Repeatable up to 2 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 2 units.

Graded: Credit/No Credit

Management Information Systems

MIS 310 MANAGEMENT INFORMATION SYSTEMS (3)

Three hours lecture per week

Prerequisite: 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 2 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 2 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, new-product 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 2 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 2 units.

Graded: Credit/No Credit

Nursing

NRS 200 INTRODUCTION TO PROFESSIONAL NURSING PRACTICE (3)

Three hours lecture per week

Prerequisite: Admission to clinical 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 on-campus Nursing Skills Laboratory.

Graded: Credit/No Credit

NRS 203 THERAPEUTIC NURSING COMMUNICATION LABORATORY (0.5)

One and one half hours laboratory per week

Prerequisite: Admission to the clinical nursing program or instructor consent

Corequisite: 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

Prerequisite: Admission to the clinical nursing program or instructor consent

Corequisite: 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

Prerequisite: 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

Prerequisite: 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 and QSEN Quality Safety Education in Nursing standards. Emphasizes the professional role of the nurse in managing clients under stress. A lab fee is required.

Graded: Credit/No Credit

NRS 222 NURSING CARE OF ADULTS WITH ACUTE AND CHRONIC ILLNESS II (4)

Two hours lecture per week

Prerequisite: 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

Prerequisite: NRS 220 and NRS 221

Corequisite: NRS 222 Theory is exercised in corequisite courses

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 and QSEN Quality Safety Education in Nursing standards. Emphasizes the professional role of the nurse in managing clients under stress.

Graded: Credit/No Credit

NRS 230 NURSING CARE OF MOTHERS, INFANTS, AND WOMEN (2)

Two hours lecture per week

Prerequisite: 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

Prerequisite: 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. A lab fee is required.

Graded: Credit/No Credit

NRS 232 NURSING CARE OF CHILDREN AND FAMILIES (2)

Two hours lecture per week

Prerequisite: 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.

Graded: Credit/No Credit

NRS 240 PSYCHIATRIC AND MENTAL HEALTH NURSING (2)

Two hours lecture per week

Prerequisite: 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

Prerequisite: 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.

Graded: Credit/No Credit

NRS 260 NUTRITION FOR THERAPEUTICS AND HEALTH (2)

Two hours of lecture per week.

Prerequisite: BIOL 211 and BIOL 217;

Admission to clinical nursing program and Instructor Consent

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

Prerequisite: 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

Prerequisite: 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

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

NRS 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 CHS 343, COMM 343

GenEd: C3B, INTD

NRS 348 HEALTHY AGING (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

NRS 350 NURSING RESEARCH (3)

Three hours lecture per week

Prerequisite: 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

Prerequisite: 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 354 CULTURAL COMPETENCE IN NURSING (4)

Two hours lecture and four hours field studies per week

Provides the study of culturally competent nursing care in the roles of Provider of Care, Teacher, patient Advocate, member of Profession, and Coordinator of Care. Assists the student to utilize the Campinha Bacote cultural theory to care for diverse populations with health care needs.

NRS 356 VULNERABLE POPULATIONS (3)

Three hours lecture per week

Assists the learner to understand contributing factors in the development of vulnerable populations. Presents concepts of vulnerable populations; health indicators, health determinants, and health disparities. Explores vulnerable populations from global, national, and local perspectives. Implications for nursing research, practice and policy are examined.

NRS 391 TRANSITION TO PROFESSIONAL PRACTICE LABORATORY (3)

Nine hours clinical lab per week

Prerequisite: 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

Corequisite: 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

Prerequisite: NRS 222, NRS 223 and NRS 300

Corequisite: 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 high-risk 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

Prerequisite: NRS 222, NRS 223 and NRS 310

Admission to the clinical nursing program.

Corequisite: NRS 420 and NRS 401

Application of nursing theory, management skills, and concepts in the delivery of nursing care to acutely ill or 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. *Graded: Credit/No Credit*

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, INTD

NRS 452 COMMUNITY HEALTH NURSING (3)

Three hours lecture per week

Prerequisite: 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

Prerequisite: 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.

Graded: Credit/No Credit

NRS 460 NURSING LEADERSHIP AND PROFESSIONAL ISSUES (3)

Three hours lecture per week

Prerequisite: 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

Prerequisite: 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

Prerequisite: NRS 222 and NRS 223

Corequisite: 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 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

Prerequisite: 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 6 units, 2 completions allowed.

PA 335 BUSINESS AND THE PERFORMING ARTS (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

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. A lab fee is 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, INTD

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 3 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.

Prerequisite: 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 6 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 6 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

Prerequisite: 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 8 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 4 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

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

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

Prerequisite: 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

Prerequisite: 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

Prerequisite: PADA 353 and PADA 354, Senior Status

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
Prerequisite: 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, sight-singing, ear training, and basic musical forms. Repeatable up to 6 units.

PAMU 200 HISTORY OF ROCK (3)

Three hours lecture per week
A survey of the evolution of rock music from the 1950's 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 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 4 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
GenEd: C1

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
Prerequisite: Consent of Instructor
Rehearsal and performance of the masterworks of choral literature from the Renaissance through the Modern period. Repeatable for up to 8 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 8 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 8 units.

PAMU 330 JAZZ IN AMERICA (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor
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, INTD

PAMU 332 WORLD MUSIC (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor
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, INTD

PAMU 333 THE VARIETIES OF MUSICAL EXPERIENCE (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor
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, INTD

PAMU 335 THE PHYSICS OF MUSIC (3)

Two hours lecture and two hours activity per week
Prerequisite: Junior Standing or Consent of Instructor
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, INTD

PAMU 336 ART AND MUSIC: DISSONANCE, DIVERSITY AND CONTINUITY (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

PAMU 337 MUSIC IN HISTORY (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

PAMU 385 AUDIO DESIGN AND RECORDING (3)

Six hours activity per week

Prerequisite: 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 1920's. Historical geneses and subsequent artistic legacies will also be explored.

Same as ENGL 432, ART 432

GenEd: C1, C2, INTD

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, INTD

PAMU 499 PERFORMING ARTS CAPSTONE IN MUSIC (3)

Six hours seminar per week

Prerequisite: PAMU 363, Senior Status

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

Prerequisite: 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, INTD

PATH 333 MULTICULTURAL DRAMA AND THEATRE (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

PATH 334 SPANISH LANGUAGE DRAMA AND THEATRE (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

Read and analyze one-act plays from diverse parts of the Spanish-speaking world, and focus on majors works for in-depth 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, INTD

PATH 338 THEATRE IN HISTORY (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

PATH 341 MODERN AMERICAN DRAMA AND THEATRE (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

PATH 342 MODERN BRITISH AND EUROPEAN DRAMA AND THEATRE (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

PATH 343 TEACHING DRAMA TO CHILDREN (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

PATH 344 WORLD DRAMA AND THEATRE (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

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

Prerequisite: 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 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 6 units.

Same as ENGL 463

PATH 499 PERFORMING ARTS CAPSTONE IN THEATRE (3)

Three hours seminar per week

Prerequisite: PA 350, PA 360, Senior Status

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 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 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

Philosophy

PHIL 210 ETHICS FOR A FREE WORLD (3)

Three hours lecture per week

Students will explore concepts and practices of ethics, freedom, and justice by comparing how these have been theorized and practiced in relationship to each other across at least two times periods and cultures. Starting from a foundation in philosophy and developing an interdisciplinary lens, this class examines these foundational concepts and practices especially as engaged across the fields of identity and civil rights-based studies (including religious, ethnic, women's, gender, sexuality, and disability studies, etc.)

Same as FJS 210

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 problem-solving 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 problem-solving 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.

GenEd: B1

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 problem-solving 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 problem-solving 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

Prerequisite: PHYS 201, MATH 350

A 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

PHYS 338 SCIENCE AND CONSCIENCE (3)

Three hours lecture/discussion per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

PHYS 344 ENERGY AND SOCIETY (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

PHYS 345 DIGITAL IMAGE PROCESSING (3)

Three hours lecture in the lab per week

Prerequisite: Junior Standing or 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, INTD

PHYS 401 QUANTUM MECHANICS (3)

3.5 hours lecture per week

Prerequisite: 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 square-well 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 crystal 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

Prerequisite: 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

Prerequisite: 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, INTD

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, INTD

PHYS 445 IMAGE ANALYSIS AND PATTERN RECOGNITION (3)

Three hours lecture in the lab per week
Prerequisite: 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, INTD

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, INTD

PHYS 464 MEDICAL INSTRUMENTATION (4)

Three hours lecture and two hours lab activity per week
Prerequisite: PHYS/BIO/HILTH 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
Prerequisite: 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
Prerequisite: 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
Prerequisite: 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
Prerequisite: Admission to the MS Mathematics Program or MS Computer Science 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.
 Same as COMP 510, MATH 510

PHYS 546 PATTERN RECOGNITION (3)

Three hours of lecture in the lab per week.
Prerequisite: Admission to the Computer Science or Mathematics Graduate Program
 New and emerging applications of pattern recognition (PR) such as data mining, web searching, multimedia data retrieval, face recognition, and cursive handwriting recognition - require robust and efficient techniques. Statistical decision making and estimation are fundamental to the study of PR. Pattern content is analyzed using feature extraction and classification. The principles and concepts underpinning PR, 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 PR processes, and their performance on a variety of diverse examples will be studied.
 Same as MATH 546, COMP 546

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
Prerequisite: 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 HLTH 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 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 2 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

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

POLS 331 NARRATIVES OF THE WORKING CLASS (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, ECON 331, HIST 331

GenEd: C2, D, INTD

POLS 333 NONPROFIT ORGANIZATIONS (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

Issues unique to nonprofit organizations including financial, legal, and political.

Same as ECON 333

GenEd: D, INTD

POLS 334 PEACE STUDIES (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

POLS 335 POLITICS AND FILM (3)

Two hours lecture and two hours activity per week.

Prerequisite: Junior Standing or Consent of Instructor

Explores the themes, issues and processes of politics through an in depth study of selected films. Area of focus varies by semester.

GenEd: D, INTD

POLS 340 POLITICS AND THE ENVIRONMENT (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

Exploration of environmental politics in both the international and domestic contexts.

Same as ESRM 340

GenEd: D, INTD

POLS 341 THE NATIONAL PARK (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

POLS 345 SCIENCE AND PUBLIC POLICY (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

POLS 351 INTERNATIONAL RELATIONS OF AFRICA (3)

Three hours lecture per week

Prerequisite: POLS 103

Explores the history of African states as colonies and the era of independence, the creation of institutions of domination (such as the apartheid state in South Africa and other authoritarian regimes), and the process of democratization. Examines the international political economy of the region, the AIDS crisis, regional politics including political and economic integration through the African Union, Africa's role in international politics, and contemporary conflicts.

POLS 352 INTERNATIONAL RELATIONS OF EUROPE (3)

Three hours lecture per week

Prerequisite: POLS 103

Examines countries of Europe with a special focus on European integration from the late 19th century to the present with comparative study of political systems, societies, and current challenges. Patterns of post-World War II history, political culture, political power and public policy.

POLS 353 INTERNATIONAL RELATIONS OF LATIN AMERICA (3)

Three hours of lecture per week

Prerequisite: POLS 103

Examines countries of Latin America from the late 19th century to the present. Focuses on problems these states have faced in their struggle for economic, political, and social development in the broader global system, including the impact of extra-regional states, such as the U.S.

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 decision-making. 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.

GenEd: D, INTD

POLS 431 EDUCATION POLICY AND POLITICS (3)

Three hours lecture per week

Prerequisite: 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, INTD

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 2 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

Prerequisite: POLS 300

Integrating and culminating experience in which students work in teams to analyze political or policy issues in a community-based 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
Prerequisite: A passing score on the Entry Level Mathematics Exam (ELM) or credit for 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 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 (3-4)

Two hours lecture and one hour activity per week

Prerequisite: 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 and descriptive statistical methods will build on material from PSY 202.

PSY 301 PSYCHOLOGICAL RESEARCH AND STATISTICAL METHODS II (3-4)

Two hours lecture and one hour activity per week

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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
Prerequisite: 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 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
Prerequisite: 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 330 BEHAVIORAL FINANCE: THE PSYCHOLOGY OF DECISION-MAKING (3)

Three hours lecture per week
Examines the influence psychology has on the behavior of financial practitioners and the subsequent effect on financial markets. Investigates psychological variables (such as heuristics, biases, overconfidence, and sentiment) and how the resulting affective and cognitive reactions impact personal and general financial decisions. Examines how to apply behavioral finance in investing, corporate financial decision making, and financial market management.
Same as BUS 330
GenEd: D, E, INTD

PSY 333 MEASUREMENT AND TESTING OF GROUPS AND INDIVIDUALS (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor
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, INTD

PSY 337 PSYCHOLOGICAL ETHICS AND MORAL PHILOSOPHY (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor
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, INTD

PSY 338 PSYCHOLOGY OF ART AND ARTISTS (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor
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, INTD

PSY 339 PSYCHOLOGY AND LITERATURE (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor
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, INTD

PSY 340 HISTORY AND PSYCHOLOGY OF NAZI GERMANY (3)

Three hours lecture per week
Prerequisite: Junior Standing or Consent of Instructor
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, INTD

PSY 342 COMPLEMENTARY AND ALTERNATIVE HEALTH (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

Examines alternatives to conventional health approaches such as acupuncture, 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, INTD

PSY 344 PSYCHOLOGY AND TRADITIONAL ASIAN THOUGHT (3)

Three hours lecture per week

Prerequisite: Junior 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, INTD

PSY 345 INDIVIDUALS WITH DISABILITIES IN SOCIETY (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

PSY 346 HUMAN MOTIVATION (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

PSY 348 HEALTHY AGING (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

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

Prerequisite: 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

Prerequisite: 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

Prerequisite: PSY 313 or Consent of Instructor

An advanced undergraduate course on the etiology, classification, and treatment of human psychopathology.

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

Prerequisite: MGT 307 or by Instructor Consent

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, INTD

PSY 436 PSYCHOLOGY AND HISTORY OF EAST ASIAN WARRIOR CULTURES (3)

Three hours lecture per week

Prerequisite: 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, INTD

PSY 445 ADOLESCENT DEVELOPMENT (3)

Three hours lecture per week

Prerequisite: 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, INTD

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, INTD

PSY 457 CRIMINAL BEHAVIOR (3)

Three hours lecture per week

Prerequisite: 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

Prerequisite: 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

Prerequisite: PSY 213, PSY 445 or Consent of Instructor

Represents an advanced study of human growth and development. Repeatable by topic up to 2 units.

PSY 470 SEMINAR IN FREUD AND OBJECT RELATIONS THEORY (3)

Three hours lecture per week

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: PSY 301 or Consent of Instructor

Provides an in-depth study of some aspect of psychology. Repeatable by topic up to 2 units.

Student Option: Graded or Credit/No Credit

PSY 492 INTERNSHIP OR SERVICE LEARNING (1-3)

Prerequisite: 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/No Credit

PSY 494 INDEPENDENT RESEARCH IN PSYCHOLOGY (1-3)

Prerequisite: 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.

Student Option: Graded or Credit/No Credit

PSY 497 DIRECTED STUDY IN PSYCHOLOGY (1-3)

Prerequisite: 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 up to 2 units.

Student Option: Graded or Credit/No Credit

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)

Three hours lecture per week
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, ECON 203

GenEd: D

SOC 301 SOCIAL BUSINESS PLANNING (3)

Three hours lecture per week
Prerequisite: BUS/ECON /SOC 203
Addresses the major issues confronted when planning a social business: identification, diagnosis and measurement of social problem, elements of a social business plan including all types of resource flows, plausible forecasting about them, tax issues, and legal issues. Students will interact with an existing social business and research its business plan.

Same as BUS 301, ECON 301

SOC 303 STATISTICAL APPLICATIONS IN THE SOCIAL SCIENCES (4)

Four hours lecture per week

Prerequisite: 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

Prerequisite: 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

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

SOC 331 NARRATIVES OF THE WORKING CLASS (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

Examines the lives of working people using various thematic approaches and disciplinary methodologies. Materials include literature, film, and case studies.

Same as ENGL 331, POLS 331, ECON 331, HIST 331

GenEd: C2, D, INTD

SOC 336 SOCIAL ENTREPRENEURSHIP (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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 semester-long service project.

Same as BUS 336

GenEd: D, INTD

SOC 342 INTERNET-BASED SOCIAL NETWORKS (3)

Three hours lecture per week

Explores the ongoing evolution of Internet based social networks using an interdisciplinary approach. Incorporates research from sociology, computer science, media studies, and philosophy to understand Internet based social networks, cultural and structural conditions of online communication, virtual identity construction, management of digital media, and the impact online social networks have on various institutions of society.

Same as COMM 342, COMP 342

GenEd: B4, D, INTD

SOC 348 HEALTHY AGING (3)

Three hours lecture per week

Prerequisite: Junior Standing or Consent of Instructor

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, INTD

SOC 350 SOCIAL STRATIFICATION: THEORIES OF SOCIAL CLASS (3)

Three hours lecture per week

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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: Three 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: Three 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

Prerequisite: 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

Prerequisite: SOC 100, SOC 201, SOC 202 and SOC 420

Modern sociological paradigms from the 1960's 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

Prerequisite: 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

Prerequisite: 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
Prerequisite: 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, INTD

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, INTD

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
Prerequisite: 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 3 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 498 FACULTY-STUDENT COLLABORATIVE RESEARCH IN SOCIAL BUSINESS (2-3)

Two to six hours activity per week
Prerequisite: BUS/ECON/SOC 203, BUS/ECON/SOC 301 and Consent of Instructor
 Engage in the creation of original intellectual or creative work by collaborating with a faculty member on research of a social business. Includes in-depth and possible on-site study of

a social business using knowledge from previous courses in the minor/certificate; and the writing of a case study about the chosen social business.

Same as BUS 498, ECON 498

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 Spanish-speaking 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
Prerequisite: 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 Spanish-speaking 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
Prerequisite: 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
Prerequisite: 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
Prerequisite: 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
Prerequisite: 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
Prerequisite: 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 cultural interest in the Hispanic world. Student projects may include presentations, in-class debates, journals, cultural portfolio, and service activities.

GenEd: C3A

**SPAN 302 ADVANCED SPANISH:
PART TWO (3)**

Three hours lecture per week

Prerequisite: SPAN 202 OR SPAN 212 or
Consent of Instructor

Enhancement of communicative abilities in listening, speaking, reading, and writing through the examination of cultural topics of interest in the Hispanic world. Student projects may include presentations, in-class debates, journals, cultural portfolio and service activities.
GenEd: C3A

**SPAN 304 SPANISH FOR CAREERS
AND PROFESSIONS (3)**

Three hours lecture per week

Prerequisite: SPAN 301 or SPAN 302 (may be taken concurrently) or *Consent of Instructor*
Interactive study of Spanish as applied to selected professional fields such as business, education, health, and social services. Students will learn basic vocabulary pertaining to these fields.

**SPAN 310 INTRODUCTION TO PROSE,
POETRY AND DRAMA (3)**

Three hours lecture per week

Prerequisite: SPAN 301 or SPAN 302 or
Consent of Instructor

Introductory literature course designed to develop students' ability to analyze and interpret literary texts in Spanish. Selections of poetry, prose, and dramatic works from among Spanish, Latin American, and U.S. Latino authors will be studied.

**SPAN 311 BILINGUAL LITERARY
STUDIES/ESTUDIOS
LITERARIOS BILINGUES (3)**

Three hours lecture per week

Prerequisite: ENGL 103 or ENGL 105 and
SPAN 202 or SPAN 212 or *Consent*
of Instructor

Explores the literature of the Americas written in English and Spanish. Includes works by bilingual U.S. authors and by Latin American authors. Genres may include novels, short stories, drama, and poetry. Texts will be read 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

Prerequisite: 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

Prerequisite: SPAN 202 or SPAN 212 or
Consent of Instructor

An introduction to the history, theory, and practice of translation from Spanish to English and vice versa. Students will learn strategies, techniques and principles of translation and increase their proficiency in Spanish by translating texts.

**SPAN 334 SPANISH LANGUAGE DRAMA
AND THEATRE (3)**

Three hours lecture per week

Prerequisite: Junior Standing or *Consent*
of Instructor

Read and analyze one-act plays from diverse parts of the Spanish-speaking world, and focus on major works for in-depth 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, INTD

**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

Prerequisite: 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

Prerequisite: SPAN 301 or 302 or *Consent*
of Instructor

Explores the history of the Spanish-speaking 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

Prerequisite: 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

Prerequisite: SPAN 320 or *Consent of Instructor*

Practice and critique of translations of a range of specialized material (legal, business, social science, technical, and audiovisual) both from Spanish to English and vice versa. Review of translation theory, methods, techniques, and problems.

SPAN 421 SPANISH FOR EDUCATORS I (3)

Three hours lecture per week

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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 2 units.

SPAN 499 CAPSTONE IN SPANISH (2)

Two hours seminar per week

Prerequisite: 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

Prerequisite: Junior Standing or *Consent of Instructor*

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, INTD

SPED 490 SPECIAL TOPICS IN SPECIAL EDUCATION (1-3)

Prerequisite: 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)

Prerequisite: 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 6 units, 3 completions.

Student Option: Graded or Credit/No Credit

SPED 497 DIRECTED STUDIES IN SPECIAL EDUCATION (1-3)

Prerequisite: 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 6 units, max 3 completions.

Student Option: Graded or Credit/No Credit

SPED 499 SENIOR CAPSTONE PROJECT/ SEMINAR IN SPECIAL EDUCATION (1-3)

Prerequisite: 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

Prerequisite: 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

Prerequisite: Admission to Education Specialist: Credential Program

Corequisite: 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

Prerequisite: Admission to Education Specialist: Credential Program and EDUC 510, EDUC 512, ENGL 475 and SPED 345

Corequisite: 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

Corequisite: 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

Prerequisite: 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 547 AUTISM SPECTRUM DISORDERS IN THE CLASSROOM (2)

Two hours lecture per week

Prerequisite: 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

Corequisite: 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

Corequisite: 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 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

Prerequisite: 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

Corequisite: 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 198 INTRO TO INTERDISCIPLINARY RESEARCH (3)

Three hours seminar per week

Students develop quantitative and qualitative data collection and interpretation skills, learn to use and evaluate various information sources, and develop an awareness of how both methods and sources arise from disciplinary contexts. Students will be introduced to current theory on interdisciplinary learning and begin to

practice methods and processes that lead to interdisciplinary thinking and collaboration. Repeatable up to 6 units.

GenEd: A3

UNIV 250 SECOND YEAR SEMINAR (3)

Three hours seminar per week

Examining ideas and perspectives in a complex world, this sophomore seminar highlights interdisciplinary connections in scholarship and ways of knowing and fosters in students their development as self-reflective, culturally aware, and responsive community participants. Students gain hands-on experience, knowledge, and skills about local communities and community organizations and learn how different academic disciplines apply to real world problems. Requires community service work, in addition to class time, during the semester. Topical content and community-based projects will vary from semester to semester.

GenEd: A3, D, E

UNIV 298 RESEARCH INVESTIGATIONS (3)

Three seminar hours per week

Students enter the process of answering a question, solving a problem, or addressing a topic that is too broad or complex to be dealt with adequately by a single discipline. As students approach parts of the larger problem, they will decide what methods and types of disciplinary perspectives are



necessary, and will integrate those into a more comprehensive methodology and perspective. Each course is team-taught, connects to areas of current faculty research, contains field research experiences, and incorporates service learning or work with a community partner.

GenEd: A3

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/No Credit

UNIV 349 TRANSFER YEAR SEMINAR (3)

Three hours lecture per week
This interdisciplinary seminar for first year transfer students promotes successful intellectual and social transition to CSU Channel Islands

through a problem-based approach. Students examine the modern world and issues facing societies from multiple perspectives, and develop and convey to others analyses of and solutions to problems using the methodologies, tools and techniques of academic disciplines. Students will develop inquiry skills that emphasize critical thinking and independent learning as well as identify how universities and specific disciplines relate to social problems. The seminar promotes students' reflection on prior learning at other institutions and its relationship to the CI mission and their degree program, and aims to increase student engagement in intellectual life at the university. Themes will vary.

GenEd: A3, E, INTD

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 2 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 398 ADVANCED RESEARCH INVESTIGATIONS (3)

Three hours seminar per week
Students will explore an interdisciplinary research question in independent groups. With faculty mentoring, students develop their own research plans, drawing on multiple disciplines and the multiple approaches to research. Students will disseminate results through a research paper and presentations on campus and in local schools. In addition, students will be required to identify and apply to relevant summer research programs, internships, and scholarships. Repeatable up to 2 units.

GenEd: A3

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 2 units.

Graded: Credit/No Credit

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 2 units.

Student Option: Graded or Credit/No Credit



Section 14



Faculty Biographies





Faculty Biographies

Virgil H. Adams III

Chair, Psychology, 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, 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

Associate 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.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, U.K.
 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.

Goffrey 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.

Matthew Cook

Associate Librarian

MLIS The Catholic University of America
MA History George Mason University
BA History Campbell University

Areas of Specialization: Outreach and Information Literacy.

Manuel G. Correia

Associate 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., Archaeological Anthropology,
University of California, Los Angeles
B.A., Anthropology,
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
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

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., Studio Art,
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 at National Polytechnic
Institute, Mexico
B.A., Mathematics,
National University of Mexico

Areas of Specialization: Large Deviations, Stochastic Integral.

Blake Gillespie

Associate Professor of Chemistry;
Interim Chair, Chemistry

Ph.D., Chemistry, 1999,
University of Oregon
B.S., Chemistry,
The Evergreen State College

Areas of Specialization: Protein
stability, dynamics, structure.

Jeannie M. Grier

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

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 Grzegorzcyk

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

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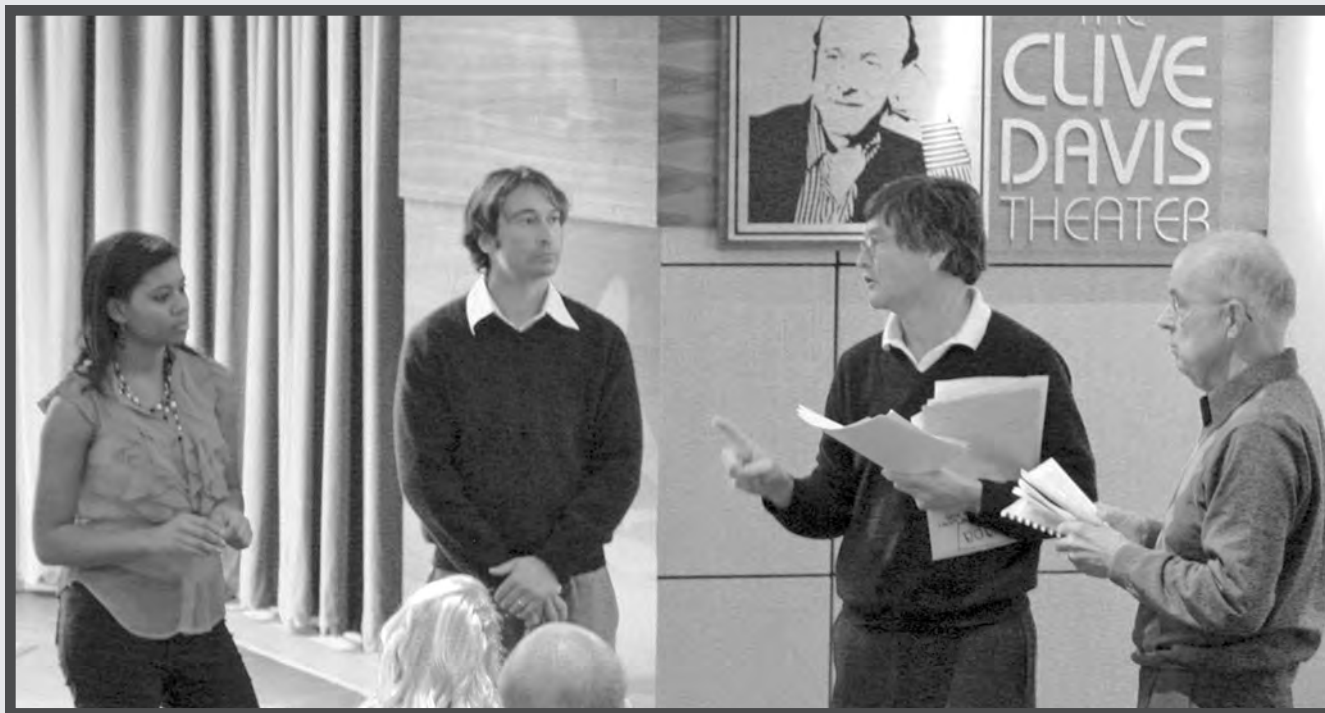
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