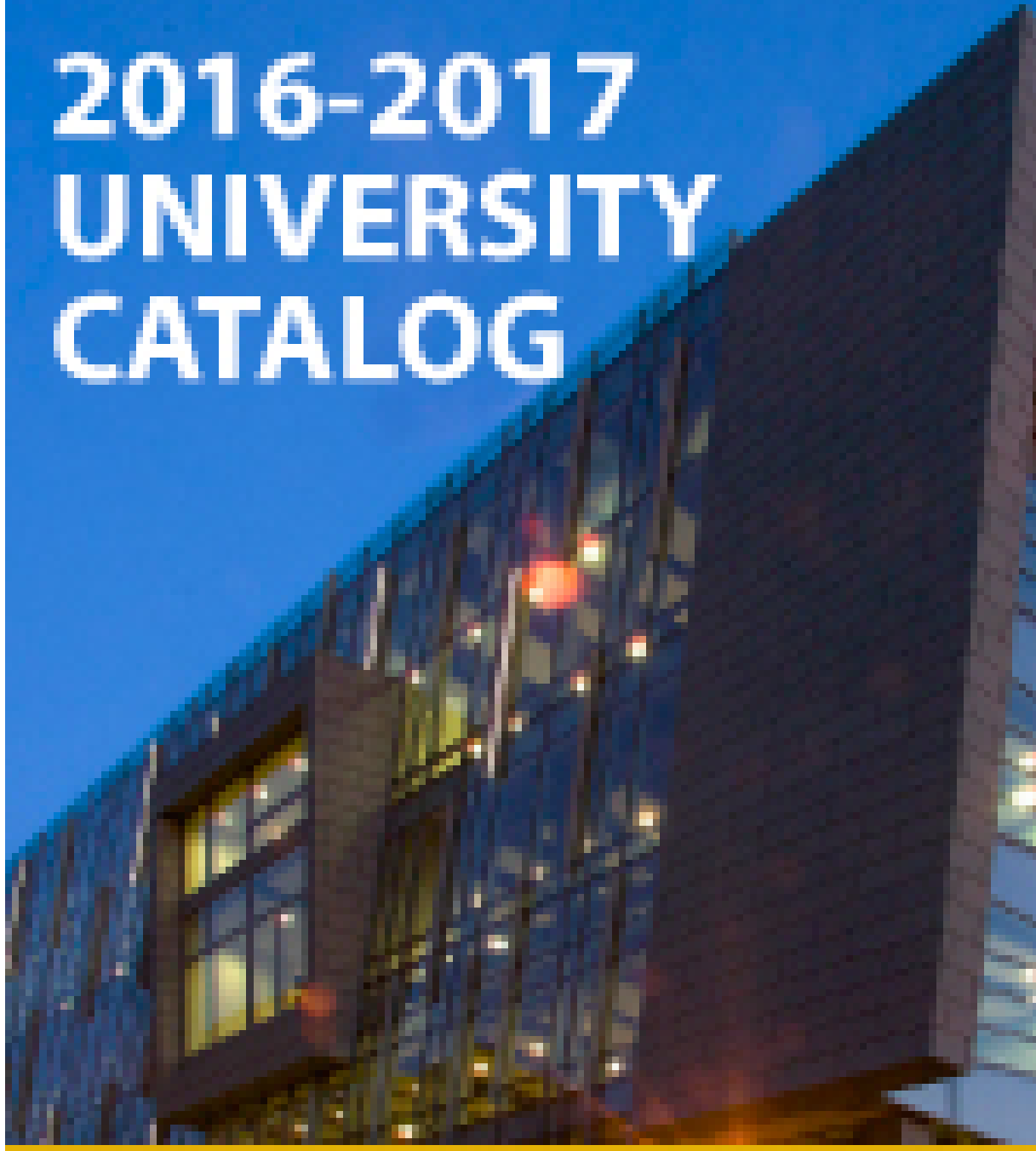




California State University
DOMINGUEZ HILLS

2016-2017 UNIVERSITY CATALOG



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DIVISION OF ACADEMIC AFFAIRS

The academic programs of the University are organized in the College of Arts and Humanities, the College of Business Administration and Public Policy, the College of Education, the College of Health, Human Services, and Nursing, and the College of Natural and Behavioral Sciences. Within these administrative units, you will find a broad variety of both undergraduate and graduate programs designed to stimulate your intellectual curiosity and to prepare you for both a career and lifelong commitment to learning. The College of Extended and International Education within Academic Affairs offers additional opportunities through distance learning, and on-line degree programs as well as extensive additional credit and non-credit offerings, certificate and training programs. Each of these units is described in more detail immediately following this section.

In addition, the Leo F. Cain University Library is a vital academic resource, which houses a variety of books, periodicals, and on-line databases to support students in their academic endeavors. For more information, see the “Campus Services” section of this catalog that describes the Library’s function and mission within the University.

The University recognizes that the college experience is not simply a matter of books and study. Thus, we offer a variety of academic and cultural programs, clubs and honor societies, and student activities designed to provide co-curricular support for student success. Significant opportunities for students to be involved with their professors in meaningful research efforts are widely available and continuing to expand. In conjunction with our role as an active partner with the communities in our region, we offer a variety of service learning roles enabling students to put theory into practice. The unique diversity of this campus, recognized by national magazines and organizations, ensures that all CSUDH students will have the opportunity of learning and socializing with others of diverse ages, ethnicities, and races, thus preparing them to work effectively in a modern and global world.

College of Arts and Humanities

The College of Arts and Humanities is the second largest college at California University Dominguez Hills and comprises a rich group of majors and programs of emphasis including Africana Studies, Art and Design, Asian Pacific Studies, Chicana/o Studies, Communications, Dance, Digital Media Arts, English, History, Humanities, Interdisciplinary Studies/PACE, Labor Studies, Modern Languages, Music, Negotiation, Conflict Resolution and Peacebuilding, Philosophy, Theater Arts, and Women's Studies. The arts and humanities are the academic heart and soul of the university and prepare students to explore contemporary and enduring questions in the world. They foster critical and creative thinking, civic knowledge, and ethical reasoning. Our departments and programs provide students with opportunities to engage in scholarly research, creativity and in-depth inquiry in their chosen fields. Twenty-first century life and enterprise have become ever more complex and diverse. Increasingly, creativity and imagination are recognized as key to success in today's world. It is no surprise that program offerings in the arts and humanities prepare students to lead in exciting and new developments in many arenas of life.

Our faculty and staff, who are accomplished teachers and experts in their fields, are dedicated to nurturing and mentoring students to become life long learners. As scholars and creative artists, our faculty have won numerous prestigious fellowships, awards, and research grants from such organizations as the National Endowment for the Humanities, the National Endowment for the Arts, and the Fulbright Scholars Programs and their research, publications and creative activities have won national and international recognition. As university leaders, our faculty shape and develop curriculum and academic policy, and manage departments, institutes, and programs.

The College of Arts and Humanities exists for you. It is your home where you learn to decode, interpret, and understand as you prepare for life.

College of Arts and Humanities

Office Location: LIB 5090 Phone: (310) 243-3389

Dean	Mitch Avila
Associate Dean	Timothy Caron
Communications Department	Nancy Cheever, Chair
English Department	Timothy Chin, Chair
English, Graduate Program- Literature Option	Debra Best, Coordinator
English, Graduate Program- TESL Option	Vanessa Wenzell, Coordinator
History Department	Christopher Monty, Chair
Humanities Program	(vacant), Coordinator
Interdisciplinary Studies Department	Anne Choi, Chair
Labor Studies Program	Vivian Price, Coordinator
Modern Languages Department	Ivonne Heinze-Balcazar, Chair
Negotiation, Conflict Resolution, and Peacebuilding Program	Brian Jarrett, Director
Philosophy Department	Sheela Pawar, Chair
Division of World Cultural and Gender Studies	
Division of World Cultural and Gender Studies	(vacant)
Africana Studies Department	Rudy Vanterpool, Chair
Asian-Pacific Studies Program	Mary Lacanlale, Interim Coordinator
Chicana/Chicano Studies Department	Marisela Chavez, Chair
Women's Studies Program	Ivonne Heinze-Balcazar, Coordinator
Division of Performing, Visual and Digital Media Arts	
Art and Design Department	Michele Bury, Chair
Digital Media Arts Department	George Vinovich, Chair
Music Department	Scott Morris, Chair
Theatre Arts and Dance Department	Doris Ressler, Chair

College of Business Administration and Public Policy

Education is the key to the workplace in the 21st century. Access to data has exploded due to the digital and Internet revolutions. However, the abundance of data in no way assures good decision making. Data must be converted to useful information through knowledgeable analysis. Such analysis can only occur through educated and informed individuals and systems. Additionally, students need effective communication and interpersonal skills. The College of Business

Administration and Public Policy provides students with the skills to compete in the global markets of the 21st century.

Our first priority is to graduate baccalaureate students who can assume the full responsibility of an entry-level professional position in the private and public sectors. Our second priority is to graduate master's students who can assume managerial positions in private and public sector organizations. Our third priority is to provide our graduates with the lifelong learning skills and motivation to grow and evolve as the economy changes. Graduates of the College of Business Administration and Public Policy find career positions in both large and small private and public sector firms, start their own businesses, work in local, state and federal governments and agencies, and in nonprofit organizations, and attend graduate programs and law school.

At the heart of our program in preparing students for the future is the faculty in the College of Business Administration and Public Policy. I proudly state that our faculty comprise a cadre of dedicated professors who are committed to teaching and remaining current with business, public administration, economics, and political science, research and theory. Faculty have been active as practitioners in their respective fields throughout their careers. This expertise greatly enriches the quality of classroom education as well as other related experiences, such as on-site tours, internships, guest speakers and enhanced job placement opportunities upon graduation.

Our faculty have designed a curriculum that has as its primary objective the transfer of "best practices" in business, government and not-for-profit organizations. As citizens and future managers or public administrators, students must develop the cultural sensitivities, technological and communication skills, negotiating techniques and team-building expertise to function in the diverse global economy that presents many opportunities for career success. The cultural, ethnic, gender, social and economic diversity within the faculty and student population of the CSUDH College of Business Administration and Public Policy provides students with a unique setting to develop the attributes and skills necessary to compete effectively.

The College believes that leaders do not just react to opportunity but, in fact, take actions that shape the opportunity. On the following pages, we describe the educational programs offered in the College of Business Administration and Public Policy, which are designed to shape the leaders that will create the world of opportunity in the 21st century.

We welcome inquiries and questions, and invite you to visit the campus and the College of Business Administration and Public Policy. We want to become your business, public administration, political science, or applied studies program of choice and prepare you for the ever-evolving and exciting world of opportunity that awaits you.

College of Business Administration and Public Policy

Office Location: SBS B-306

Phone: (310) 243-3561

Student and Faculty Support Offices: SBS D-321

Dean	Joseph Wen
Associate Dean	Keong Leong
Assistant Dean, Graduate and Professional Programs	Betty Vu
Accounting, Finance and Economics Department	Burhan Yavas, Chair
Applied Studies Program	Betty Vu, Director

Master of Business Administration Program (MBA)	Cathi Ryan, Coordinator
Information Systems and Operations Management Department	Myron Sheu, Chair
Management and Marketing Department	Xia Zhou, Chair
Public Administration and Public Policy Department	Elena Kulikov, Chair
Master of Public Administration Program (MPA)	April Uhlig, Coordinator
Undergraduate Business Advisement and Student Services	Albert Carpenter, Coordinator

College of Education

Our mission is to collaborate to design and implement rigorous and relevant programs, recruit and support excellent candidates, develop interactive learning environments that foster student achievement and empowerment, pose critical questions, and engage in continuous improvement. The College of Education houses the Department of Liberal Studies, the Division of Teacher Education, and the Division of Graduate Education. The College offers professional programs that prepare teachers, specialists in curriculum, multicultural education, and educational technology, counselors, and school administrators for the urban, multicultural community. These programs are designed to offer high quality educational opportunities for student at the undergraduate, postbaccalaureate, masters, and advanced levels.

Liberal Studies:

Liberal Studies is an interdisciplinary major for students who intend to become elementary classroom teachers. Courses leading to the Bachelor of Arts in Liberal Studies are designed to prepare future teachers to acquire content knowledge in the subject areas taught in elementary schools. In addition, some pre-school instructors find the Bachelor of Arts degree in Liberal Studies to be ideal preparation for planning and running the pre-kindergarten classroom.

Division of Teacher Education (General Education):

Within the Division of Teacher Education are the basic credential programs for teaching in elementary, secondary, and special education classrooms. Student teaching and internship programs are offered through the Multiple Subject and Single Subject credential programs. The Multiple Subject Program prepares teachers for self-contained classrooms, usually kindergarten to grade six. The Single Subject Program is designed to prepare teachers for subject-specific teaching areas, generally in departmentalized classes at middle or high school.

Division of Teacher Education (Special Education):

Within the Division of Teacher Education are the basic credential programs for teaching in special education classrooms. Student teaching and internship programs are offered through the Education Specialist (Special Education) credentialing programs. Credentials and a Master of Arts Degree are offered in Special Education. Educational professional in Special Education are prepared to provide services to infants, children, and youth through the Early Childhood, Mild/Moderate, and Moderate/Severe Programs.

Division of Graduate Education

The Division of Graduate Education is designed to provide knowledge and understanding of the basic foundations and theories of education as well as advanced training in specific fields. The Division offers credentials in Educational Administration and Pupil Personnel Services - School Counseling. Options for the Master of Arts Degree in Education include Educational Administration/School Leadership Program, Curriculum and Instruction and Individualized Programs emphasizing Multicultural Education and Technology Based Education.

Many of the courses in the College of Education are offered during the late afternoons and evenings to accommodate the needs of working professionals. Courses and field experiences are also offered at several Professional Development Schools that were developed in partnership with school districts in the Los Angeles basin. These urban educational environments provide opportunities for future professionals to work with culturally and linguistically diverse students.

College of Education

Office Location: COE 1490 Phone: (310) 243-3510

Dean	John Davis
Associate Dean	Glenn DeVoogd
Liberal Studies Department	Lisa Hutton, Chair

Division of Graduate Education

Division of Graduate Education	Anthony Normore, Chair
Counseling/Pupil Personnel Services	Adrieen Mancillas, Coordinator
School Leadership Program	Antonia Issa Lahera, Coordinator

Division of Teacher Education

Special Education	Ann Selmi, Chair
Teacher Education	Deandrea Nelson, Chair

College of Extended and International Education

The CSU Dominguez Hills College of Extended and International Education provides access to the University's resources by offering degree, certificate, and credential programs and noncredit courses and workshops. Programs are offered both on-campus in Carson and at various locations throughout the area. Programs are also offered via television, online, and through traditional correspondence. The programs offer faculty the opportunity to experiment with both curriculum and instructional formats.

Extended Education programs include Extension; Travel Programs; Summer, Winter and other Special Sessions; Center for Training and Development; Humanities External M.A. Degree; Quality B.S. and M.S. degree programs; Open University; American Language and Culture Program; Center for Mediated Instruction and Distance Learning; OSHA Training Institute Programs; OSHER Lifelong Learning Program; and International programs. Extended Education programs are largely financially self-supporting.

Extension

Extension provides courses, seminars, workshops, conferences, symposia and a variety of other programs for continuing education of professionals, and for those interested in developing personal and professional goals.

Certificate programs offered include Advanced Safety and Health, Alcohol/Drug Counseling, Assistive Technology, Community College Teaching, Construction Project Management, Environmental Safety, Global Logistics, Grant Writing and Administration, Human Resource Management, Mediation and Conflict Management, Medical Insurance Billing, Meeting and Event Planning, Occupational Safety for Managers and Supervisors, Paralegal, Personal Fitness Trainer, Pharmacy Technician, Production and Inventory Control, Professional Safety and Health Certificate in Hospitality, Resort and Casino Gaming Industry, Professional Safety and Health Certificate in Oil, Gas and Petroleum Industry, Professional Supervision, Project Management, Purchasing, Security for Managers and Supervisors, Sports and Fitness Psychology, Technical Writing, and Web Design.

Summer Programs

From June through the final week in August, Extended and International Education offers a comprehensive array of extension courses, study abroad programs, certificate programs, professional and personal development courses, and youth programs. In addition an extensive

schedule of degree-applicable courses is available for matriculated and non-matriculated students.

Winter and Spring Intersession

From the end of the fall semester and through the first three weeks of January, and from the end of May through June, the University offers a series of 1, 2, and 3 unit courses designed primarily to meet the needs of students who wish to accelerate the completion of their degree programs. These courses earn residence credit and are open to any adult who meets the course prerequisites. Intersession courses are self-supporting and tuition and student fees are charged.

Humanities External M.A. Degree Program

CSU Dominguez Hills, through the College of Extended and International Education, offers a Master of Arts in Humanities conducted online and through correspondence with telephone and email communication with faculty. This program is ideal for qualified persons who are unable to attend classes on campus and/or who prefer an independent approach to advanced education. Specially designed course guides lead students through examination of significant works, themes, methods, and periods in humanities disciplines.

Quality B.S. and M.S. Degree Programs

CSU Dominguez Hills, through the College of Extended and International Education, offers Bachelor of Science and Master of Science degree programs in the field of Quality. Quality is an interdisciplinary profession practiced by individuals responsible for planning and assuring the quality of products and services. Quality professionals are also frequently tasked with promoting organizational excellence through improvement programs. The Bachelor of Science in Quality and the Bachelor of Science in Quality with a Measurement Sciences option prepare entry level professionals and incorporate an interdisciplinary approach that blends basic sciences, technologies, and practical applications of quality concepts and methodologies.

The Master of Science in Quality and the Master of Science in Quality with a Service and Healthcare option prepare senior professionals to implement and facilitate appropriate quality management systems and quality improvement methodologies in a wide range of applications. The MSQA candidate has numerous industry specific courses allowing for program customization. Both degrees are designed to meet the needs of the working professional and are offered completely online.

The Center for Training and Development

The Center for Training and Development, a unit of Extended and International Education, develops and conducts specialized in-service training programs to meet the needs of business and industry as well as public institutions and nonprofit organizations. Programs include short courses, workshops, seminars and consulting services. Certificate and degree programs may be designed to respond to corporate needs.

American Language and Culture Program

The American Language and Culture Program (ALCP) is an intensive English program specifically designed for international students who wish to prepare themselves for study in a U.S. college or university or who wish to study English for personal, business, or professional reasons. The program provides intensive practice in reading, grammar, writing, conversation, and study skills.

International students may apply for conditional admission to the University through the ALCP. Submission of the required TOEFL score is necessary prior to the beginning of classes.

The ALCP coordinates a Study Abroad America program for international students who wish to study for one semester or one year in the United States.

The ALCP also offers both short term travel-study programs which combine English language studies with sight-seeing and/or visits to local businesses in the Los Angeles basin, and customized on-site language and culture training courses for corporations and other organizations.

Open University

Open University provides an opportunity for those who have not been admitted to the University to enroll in regular on-campus, degree-applicable courses. On a space-available basis, selected undergraduate and graduate courses are open to anyone 18 years or older who meets prerequisites and has the instructor's approval. Students enroll through the Extended and International Education Office and pay special session fees. Undergraduate students may apply up to 24 semester units earned through the program to a degree. Graduate students may apply a maximum of 9 semester units from Open University to a degree. Matriculated CSU students may not enroll through Open University.

Center for Mediated Instruction and Distance Learning

The Center for Mediated Instruction and Distance Learning provides satellite and videoconferencing services and administers University Distance Learning programs. University programs and courses are delivered to homes, schools, and work sites using a combination of satellite, UHF, Digital TV, cable television, compressed video, videotapes, and the Internet. Current offerings include a Bachelor of Science in Applied Studies, Bachelor of Science in Quality Assurance, a Master of Science in Quality Assurance; a Bachelor of Science in Nursing; a Master of Science in Nursing; a Master of Arts in Negotiation, Conflict Resolution and Peacebuilding; a Master of Business Administration; a Master of Public Administration; Certificate programs in Assistive Technology, Community College Teaching, Production and Inventory Control; Purchasing; Sport & Fitness Psychology; graduate and teacher education courses; and selected high school classes.

Learning in Retirement

The College of Extended and International Education, with support from the Bernard Osher Foundation, sponsors the Bernard Osher Lifelong Learning Institute (OLLI) for seniors.

International Programs

The College administers training programs for international clients and degree programs offered abroad. The University, through the International Education Center, offers opportunities for student study abroad, faculty exchange and international travel.

OSHA

The College has been designated by the U.S. Department of Labor as an OSHA Training Institute Education Center (OTIEC). The OTIEC offers a full range of occupational and environmental health and safety courses.

College of Extended and International Education

Office Location: EE 1300 **Phone:** (310) 243-3737

Dean	J. Kim McNutt
Associate Dean, Extended Education	Lynda Wilson
Associate Dean, International Education	Gary Rhodes
Communication Sciences and Disorders Program	Margaret (Dee) Parker, Coordinator
Humanities External Degree Program	Matthew Lockett
Quality Assurance Program	(vacant)

College of Health, Human Services, and Nursing

The College of Health, Human Services, and Nursing prepares individuals to become occupational therapists, nurses, health care professionals, human service professionals, social workers, marriage and family therapists, child development specialists, orthotists and prosthetists, physical educators, fitness instructors, recreation specialists, clinical laboratory scientists, and radiation technologists. The College is made up of three Divisions, two Departments, one School, as well as a Student Service Center.

The mission of the College of Health, Human Services and Nursing is to address the overall health, mental health, and social needs of the human population. This goal is accomplished through an interdisciplinary preparation of students who will be equipped to deliver quality and comprehensive services within a multiethnic, multicultural, and multiclass society. Given our campus location, the College's programs address the needs and issues of individuals, families, and communities living in a diverse urban environment. Our students grow and thrive professionally and personally. As a result, our graduates are certain about the contributions they can make to society in their chosen profession.

The impact that our graduates make on society is limitless. There is no service more fundamental to society than educating children, ensuring the health and physical well-being of society's members, and the maintaining the mental health and social well-being of each member and community.

We look forward to being a significant part of your preparation.

College of Health, Human Services, and Nursing

Office Location: Welch Hall A-310 Phone: (310) 243-2046

Dean

Gary Sayed

Associate Dean

Ben Zhou

The College of Health, Human Services, and Nursing is home to academic programs for students interested in fostering physical, psychological and familial well-being of individuals. Our talented and dedicated faculty prepares professionals to work with populations in need of support and service in the areas of mental, physical and interpersonal health. The wide array of programs offered by the College share common features – a rigorous curriculum recognized by professionals in the field, nurturance of high academic standards, and opportunities to practice skills in the field under expert supervision. The College's academic units and some corresponding highlights are as follows:

Division of Health Sciences:

The Division of Health Sciences consists of programs in Clinical Science and Health Science. Clinical Science offers one of the few four-year curricula in the country leading to a bachelor's degree and eligibility to take professional certifying examinations in medical technology and Cytotechnology.

Health Science offers a Bachelor of Science in Health Science with options in Community Health, Health Care Management, and Radiologic Technology, as well as a Master of Science in Orthotics and Prosthetics.

Division of Human Development:

The Division of Human Development consists of undergraduate programs in Child Development and Human Services, a Master's degree program in Marital and Family Therapy, and a postbaccalaureate certificate program in Communication Sciences and Disorders.

Division of Kinesiology and Recreation:

The Division of Kinesiology and Recreation offers various options in its undergraduate program in Physical Education: Fitness Director, Pre-Physical Therapy, and Teaching in Physical Education. Subject matter equivalency is also offered in Physical Education. A Master's degree with a Physical Education Administration option is also offered.

School of Nursing:

The School of Nursing is a trendsetter in health care education in California and the nation. If you are currently a registered nurse and want to earn a bachelor's or master's degree in nursing, you will find our program flexible and available with innovative and updated curriculum with multiple delivery modes from which to choose, including web-based curriculum at the undergraduate and graduate levels. The School of Nursing also offers an entry level Master's degree program. This program offers individuals with a bachelor's degree in a related field the pathway to becoming a registered nurse and earning a master's degree in nursing.

Department of Occupational Therapy:

The Master of Science in Occupational Therapy (MSOT) is offered as an entry-level first professional degree. The program accepts student applicants who have completed a bachelor's degree in another major and wish to enter the field of occupational therapy.

Department of Social Work:

The Department of Social Work offers the Master of Social Work (MSW) degree. This degree is required for licensure as a Licensed Clinical Social Worker. The degree is offered through both full-time and part-time programs.

Division of Health Sciences WH A-330 Phone: (310) 243-3748

Division of Health Sciences	Pamela Krochalk, Chair
Orthotics and Prosthetics Program	Scott Hornbeak, Coordinator
Clinical Science Program	Cheryl J. Harris, Coordinator

Division of Human Development WH A-330 Phone: (310) 243-2223

Child Development Program	Veronica Allen, Interim Coordinator
Human Services Program	Phu Phan, Coordinator
Marital and Family Therapy Program	Michael G. Laurent, Coordinator

Division of Kinesiology and Recreation SAC 1138 Phone: (310) 243-3761

Division of Kinesiology and Recreation	Michael Ernst, Chair
Coaching	John Johnson, Coordinator
Fitness Director	George Wing, Coordinator
Pre-Physical Therapy	Scott Cheatham, Coordinator
Physical Education Teaching	Carole Casten, Coordinator
Physical Education Administration	Lee Hancock, Coordinator

School of Nursing WH 310/320/335 Phone: (310) 243-3596/1050

School of Nursing	Kathleen Chai, Interim Director
Undergraduate Nursing Program (BSN)	Nop Ratanasiripong, Coordinator
Graduate Nursing Program (MSN)	Terri Ares, Coordinator
Master's Entry-Level	Kathleen Chai, Director
Family Nurse Practitioner	Sharon Johnson, Director

Department of Occupational Therapy WH 320 Phone: (310) 243-2726/2565

Occupational Therapy Program

Diane Mayfield, Chair

Department of Social Work WH 358 (310) 243-3170/2678

Social Work Program

Mekada Graham, Chair

College of Natural and Behavioral Sciences

The core mission of the College of Natural and Behavioral Sciences is to prepare individuals for careers in scientific research, math/science education, behavioral/social sciences, or applied science fields such as medicine, dentistry, engineering, computer technology, and clinical psychology. Disciplines represented in the College include Anthropology, Behavioral Science, Biology, Chemistry, Computer Science, Earth Sciences, Geography, Mathematics, Sociology, Physics, Political Science and Psychology. The College of Natural and Behavioral Sciences contributes to the general education program in three ways; first, through its offering of mathematics courses designed for students to develop basic quantitative skills, secondly, through the offering of non-major courses that introduce students to general scientific concepts and methods, and, thirdly, through the offering of upper-division integrative studies courses in Science, Math, and Technology (SMT) and Social and Behavioral Sciences (SBS).

In an increasingly technological society, graduates with degrees in natural or computational sciences are in high demand. Public schools, in particular, are aggressively recruiting highly qualified teachers in math and science to prepare the next generation of scientists and science educators. Virtually every organization needs individuals who can coordinate their electronic communication networks, maintain their hardware and software, and manage large databases. State and Federal agencies allocate billions of dollars each year for biomedically related research of various kinds, including psychological research, ultimately in pursuit of cures for the numerous illnesses and diseases that plague humankind today and to save our environment. Still other Federal agencies award large grants for military and outer space research. Careers in the natural and behavioral sciences can be very lucrative and personally rewarding.

The College prides itself on being the home of a number of outstanding teaching award recipients. As teacher-scholars, they are devoted to teaching in both the lecture format as well as the hands-on laboratory format, where students learn firsthand what it means to "do science." To their credit, faculty in the College have received Federal training grants to provide support for minority undergraduate students in the sciences. The National Institutes of Health sponsored MBRS RISE and MARC USTAR programs are exemplary of this effort. Students graduating from RISE and USTAR continue in top Ph.D. programs at universities across the country and become part of the nation's biomedical workforce. In addition, through a collaboration with California State University-Fullerton, the Physics faculty at CSUDH have developed an Engineering Option in the Physics undergraduate program that prepares students for immediate entry into the Electrical Engineering graduate program at Fullerton.

In summary, the College of Natural and Behavioral Sciences offers a world of opportunities for its students.

College of Natural and Behavioral Sciences

Office Location: LIB 5734 Phone: (310) 243-2547

Dean	Philip LaPolt
Associate Dean	Hamoud Salhi
Anthropology Department	Jerry Moore, Chair
Behavioral Sciences	Salvatore Russo, Coordinator
Biology Department	Helen Chun, Chair
Biology Graduate Program	Hee-Kwang Choi, Coordinator
Chemistry and Biochemistry Department	Tilly Wang, Chair
Computer Science Department	Mohsen Beheshti, Chair
Computer Science Graduate Program	Jack Han, Coordinator
Earth Science and Geography Department	Brendan McNulty, Chair
Environmental Science Graduate Program	Ashish Sinha, Coordinator
Mathematics Department	Matthew Jones, Chair
Physics Department	John Price, Chair
Political Science Department	David Dixon, Chair
Psychology Department	Carl Sneed, Chair
Psychology Graduate Program	Karen Wilson, Coordinator
Science, Mathematics and Technology	Kenneth Ganezer, Coordinator
Social and Behavioral Sciences	Ivonne Heinze-Balcazar, Coordinator
Sociology Department	Kara Dellacioppa, Chair

ACADEMIC PROGRAMS

Undergraduate Majors, Options, and Concentrations

B.A. Africana Studies

General Africana Studies Concentration

Historical and Political Development Concentration
Language and Literary Traditions Concentration
Socio-Psychological Behavior Concentration

B.A. Anthropology

Applied Anthropology Concentration
Archaeology Concentration
Biological Anthropology Concentration
General Anthropology Concentration

B.S. Applied Studies [also offered through Extended Education]

B.A. Art

Art History Option
Design Option
Studio Art Option

B.A. Behavioral Science

B.S. Biochemistry

B.A. Biology

B.S. Biology

Cellular and Molecular Biology Option
Ecology and Environmental Biology Option
Microbiology Option

B.S. Business Administration

Accounting Concentration
Business Analytics Concentration
Entrepreneurship Concentration
Finance Concentration
General Business Concentration
Global Logistics and Supply Chain Management Concentration
Information Systems Concentration
Information Systems Security Concentration
International Business Concentration
Management and Human Resources Concentration
Marketing Concentration
Sports, Entertainment and Hospitality Concentration

B.A. Chemistry

Biochemistry Option

General Chemistry Option

B.S. Chemistry

B.A. Chicana/Chicano Studies

Arts, Aesthetics and Performance Concentration
Culture, History and Political Development Concentration
Education, Social and Community Development Concentration
Language and Literature Concentration

B.S. Child Development

General Concentration
Counseling and Family Services Concentration
Early Teaching and Learning Concentration
Juvenile Delinquency Concentration
Management and Administration Concentration

B.S. Clinical Science

Cytotechnology Option
Medical Technology Option

B.A. Communications

Advertising/Public Relations Option
Journalism Option
Media Studies Option

B.S. Computer Science

B.A. Computer Technology

General Track
Homeland Security Track
Professional Track

B.S. Criminal Justice Administration

B.A. Digital Media Arts

Audio Recording Option
Music Technology Option
Television Arts Option

B.S. Earth Science

B.A. English

English Education Option
Language and Linguistics Option
Literature Option

B.A. Geography

B.S. Health Science

Community Health Option
Health Care Management Option
Radiologic Technology Option

B.A. History

History/Social Science Education Option

B.A. Human Services

Mental Health Recovery Option

B.S. Information Technology

B.A. Interdisciplinary Studies

American Studies Concentration
Comparative Cultures Concentration
Environmental Studies Concentration
Global Studies Concentration

B.A. Labor Studies

B.A. Liberal Studies

Anthropology Option
Art Option
Dance Option
Early Teaching and Learning Option
English Language and Linguistics Option
English Literature Option
General Studies Option
Human Development Option
Integrated Option
Mathematics Option
Natural Science Option
Physical Education Option
Spanish Option
Theatre Arts Option

B.S. Mathematics

Mathematics Option

Mathematics Education Option

B.A. Music

General Music Option
Music Education Option
Performance Option

B.A. Negotiation, Conflict Resolution and Peacebuilding

B.S. Nursing [also offered through Distance Learning]

B.A. Philosophy

Philosophy Option
Religious Studies Option

B.A. Physical Education

Athletic Training Education Option
Dance Option
Fitness Director Option
Pre-Physical Therapy Option
Teaching Option

B.S. Physics

Electrical Engineering
General Physics Option
Physical Science Option

B.A. Political Science

General Political Science Concentration

B.A. Psychology

B.S. Public Administration

Administrative Management Concentration
Criminal Justice Administration Concentration
Health Services Administration Concentration
Nonprofit Management Concentration
Public Financial Management Concentration
Public Personnel Administration Concentration

B.S. Quality Assurance [offered through Extended Education]

Measurement Science Option

B.A. Sociology

B.A. Spanish

Linguistics Option

Literature Option

B.A./B.S Special Major

B.A. Theatre Arts

Dance Option

Theatre Arts Option

Minors

- Advertising
- Africana Studies
- Anthropology
- Art History
- Asian-Pacific Studies
- Behavioral Science
- Biology
- Business Administration
- Chicana/Chicano Studies
- Civilizations (Interdisciplinary Studies)
- Coaching (Kinesiology)
- Communications
- Computer Science
- Computer Technology
- Criminal Justice Administration
- Crafts
- Dance
- Design
- Digital Graphics
- Earth Science
- English
- Environmental Studies (Interdisciplinary Studies)
- French
- Geography
- Health Science
- History
- Humanities
- Human Studies (Interdisciplinary Studies)
- Information Systems
- Labor Studies

- Language and Linguistics
- Management
- Marketing
- Mathematics
- Microbiology
- Music
- Organic/Biochemistry
- Philosophy
- Physics
- Political Science
- Psychology
- Public Administration
- Religious Studies
- Science, Technology and Society (Interdisciplinary Studies)
- Sociology
- Spanish Culture
- Spanish Grammar and Writing
- Spanish Linguistics
- Spanish Literature
- Special Minor
- Speech (Theatre Arts)
- **Photography (Art)**
- Studio Art
- Teaching (Kinesiology)
- Theatre Education
- Theatre Performance
- Thematic Project (Interdisciplinary Studies)
- Women's Studies

Undergraduate Certificate Programs

- Accounting (Business Administration)
- Alcohol and Drug Counseling [offered through Extended Education]
- Audio Technology (Digital Media Arts)
- Cultural Resource Management (Anthropology)
- Community Organizing (Sociology)
- Computer Science
- Computer Technology
- Design (Art)
- Digital Graphics (Art)
- Fitness Instructor (Kinesiology)
- Geotechniques (Geography)
- Human Resources Management [offered through Extended Education]
- Information Systems (Business Administration)
- Labor Studies

- Marketing (Business Administration)
- Mediation Conflict Resolution [offered through Extended Education]
- Mental Health Recovery (Human Services)
- Production and Inventory Control [offered through Extended Education]
- Professional and Creative Writing (English)
- Purchasing [offered through Extended Education]
- Social Research (Sociology)
- Sport and Fitness Psychology [offered through Extended Education]
- Television Arts (Digital Media Arts)

Graduate Degree Programs and Options

M.A. Arts and Humanities

Arts and Humanities in the City Option

Music and Intellectual Inquiry Option

M.S. Biology

Master of Business Administration [also offered online]

Finance Concentration

General Business Concentration

Global Logistics and Supply Chain Management Concentration

Human Resources Management Concentration

Information Technology Management Concentration

International Business Concentration

Logistics Management Concentration

Management Concentration

Marketing Concentration

M.S. Computer Science

M.S. Counseling

College Counseling Option

School Counseling Option

M.A. Education

Curriculum and Instruction Option

Curriculum and Instruction, Science Emphasis

Individualized Program Option

Multicultural Option

Reading Option

Physical Education Administration Option

School Leadership Programs Option

Technology Based Education Option

M.A. English

Literature Option

Literature Option with Rhetoric and Composition Emphasis

Teaching of English as a Second Language (TESL) Option

M.S. Environmental Science

M.S. Health Science

Orthotics and Prosthetics Option

M.A. Humanities [offered through Extended Education]

M.A./M.S. Interdisciplinary Studies (Special Major)

M.S. Marital and Family Therapy

M.A.T. Mathematics

Middle School Mathematics Option

High School Mathematics Option

M.A. Negotiation, Conflict Resolution and Peacebuilding

M.S. Nursing

Nurse Educator Option

Nurse Administrator Option

Clinical Nurse Specialist Option- Adult-Gerontology

Clinical Nurse Specialist Option- Parent-Child

Family Nurse Practitioner Option

Clinical Nurse Leader Option (Master's entry-level program)

M.S. Occupational Therapy

M.A. Psychology

Clinical Psychology Option

Health Psychology Option

Master of Public Administration [also offered online]

Criminal Justice Policy and Administration Concentration

Health Care Policy and Administration Concentration

Nonprofit Management Concentration

Public Management Concentration

M.S. Quality Assurance [offered through Extended Education]

Manufacturing Option
Service and Health Care Option

Master of Social Work

M.A. Sociology

General Sociology Option
Research Skills Option

M.A. Special Education

Credential Programs

Basic Teaching Credentials

Multiple Subject

Student Teaching Option
University Intern Option

Single Subject

Student Teaching Option
University Intern Option
Transition to Teaching Online Program
Urban Teacher Residency Program

Designated Subjects- Adult Education [offered through Extended Education]

Bilingual Authorization- Spanish

Services Credentials

Administrative Services

Preliminary
Professional

Pupil Personnel Services

School Counseling
School Counseling Internship
School Counseling w/ Child Welfare and Attendance

Special Education Credentials

Early Childhood Special Education

Student Teaching Option
Intern Option

Mild/Moderate Disabilities

Student Teaching Option
Intern Option

Moderate/Severe Disabilities

Student Teaching Option

Intern Option

Clear Credential

Single Subject Clear

Multiple Subject Clear

State Certificates

Special Education Resource Specialist

Early Childhood Special Education Added Authorization

**Graduate and Postbaccalaureate
Certificate Programs**

- Assistive Technology Specialist (Special Education) [offered through Extended Education]
- Clinical Science- Cytotechnology
- Clinical Science- Medical Technology
- College Counseling
- Communication Sciences and Disorders
- Community College Teaching [offered through Extended Education]
- Post-master's Conflict Analysis and Resolution (Negotiation, Conflict Resolution and Peacebuilding)
- Early Childhood Special Education Added Authorization (Special Education)
- Introductory Spanish Subject Matter Authorization
- Post-master's Family Nurse Practitioner
- Post-master's Logistics Management (Business Administration)
- Post-master's Marketing (Business Administration)
- Post-master's Nurse Administrator
- Post-master's Nurse Educator
- Post-master's Clinical Nurse Specialist: Adult-Gerontology
- Post-master's Clinical Nurse Specialist: Parent-Child
- Public Health Nursing
- Rhetoric and Composition (English)
- Social Research (Sociology)
- Special Education Resource Specialist (Special Education)
- Teaching of English as a Second Language (TESL) (English)
- Technology Based Education (Graduate Education)

ANSWERS TO YOUR QUESTIONS

Topic	Where to Go	Location	Phone (310) 243-
Academic Petition for Exception Procedure	Admissions and Records/Registration		

Topic	Where to Go	Location	Phone (310) 243-
General Education Petition	University Advisement and Testing Center	WH A- 220	3538
Add or Drop Class	Admissions and Records/Registration	WH C- 290	3645
Address Change	Admissions and Records/Registration	WH C- 290	3645
Admission Status	Admissions and Records/Registration	WH C- 290	3645
Advisement:			
Business Administration (undergraduate)	CBAPP Advisement Center	SBS A- 319	3561
Business Administration (graduate)	MBA Program Office	SBS A- 325	2174
College of Arts and Humanities	Student Services Center	LIB 5083	2630/3264
College of Health, Human Services, and Nursing	Student Service Center	WH C- 300	2120 or 1(800) 344-5484
College of Natural and Behavioral Sciences	Student Services Center	LIB 5721	3631
Declared Majors	Major Department or Program		
General Education	University Advisement and Testing Center	WH A- 220	3538
Graduate	Major Department or Program		
Public Administration (undergraduate)	CBAPP Advisement Center	SBS A- 319	3516

Topic	Where to Go	Location	Phone (310) 243-
Public Administration (graduate)	MPA Program Office	SBS A- 321	3465
Undeclared Majors	University Advisement and Testing Center	WH A- 220	3538
Topic	Where to Go	Location	Phone (310) 243-
Alumni Activities	Alumni Programs	WH C- 490	2237
Annual Giving	Annual Giving	WH C- 490	2237
Application for Admission:			
Undergraduate	Outreach and School Relations	WH D- 245	3696
Graduate	Outreach and School Relations	WH D- 245	3696
Topic	Where to Go	Location	Phone (310) 243-
Art Exhibits	Art Gallery	LCH B- 114	3334/3855
Associated Students, Inc.	Associated Students, Inc.	LSU Room 231	3686
Athletic Programs and Ticket Information	Sports Information	HC	3764
Auditing a Class	Admissions and Records/Registration	WH C- 290	3645
Audio Visual	Instructional Technology	LIB C- 121	3704

Topic	Where to Go	Location	Phone (310) 243-
Books and Supplies	Bookstore	LSU Room 252	3789
Building Maintenance/Repairs/Problems	Facilities Services	POA	3804
Career Information	Career Center	WH D- 360	3625
Cashier	Cashier's Office	WH B- 270	3780
Catering	Campus Dining	LSU Room 215	3814
Center for Service Learning, Internships And Civic Engagement (S.L.I.C.E.)	S.L.I.C.E.	SCC 300	2438
Change/Declaration of Undergraduate Major	Major Department or Program		
Change of Graduate Status, Certificate, or Pre-professional Objective	Graduate Studies	WH D- 445	3693
Child Care	Child Development Center	CDC 101	1015
Computer Problems	IT Help Desk	WH B- 370	2500
Copy Machines	Library	LIB 2nd Floor	3799
Counseling:			
Career Planning	Career Center	WH D- 360	3625

Topic	Where to Go	Location	Phone (310) 243-
Psychological Counseling	Student Health and Psychological Services	SHC A-141	3818
Psychological Counseling	Career Center	WH D-360	3625
Topic	Where to Go	Location	Phone (310) 243-
Credit for Prior Learning	University Advisement and Testing Center	WH A-220	3538
Degree Application	Admissions and Records/Registration	WH C-290	3645
Degree Evaluation	Admissions and Records/Registration	WH C-290	3645
Disabled Student Services (DSS)	Student DisAbility Resource Center	WH 180	3660
Disqualification	Dean's Office		
Distance Learning	Extended Education	WH A-120	2288
Distribution and Posting	Administrative Offices	LSU Room 131	3854
Educational Opportunity Program (EOP)	EOP Office	WH D-350	3632
ELM Requirements	University Advisement and Testing Center	WH A-220	3538
Emergency Messages	State University Police	WH B-100	3639
Employment for Students (full-time and part-time)	Career Center	WH D-360	3625

Topic	Where to Go	Location	Phone (310) 243-
English Placement Test (EPT) Requirements	University Advisement and Testing Center	WH A- 220	3538
Enrollment Verifications	Admissions and Records/Registration	WH C- 290	3645
Environmental Health & Occupational Safety	Environmental Health & Occupational Safety	POA F- 010	2895
ESL - American Language and Culture Program	Extended Education	SAC 1143	3830
Evaluations/General Education	Admissions and Records/Registration	WH C- 290	3645
Extension Class Information	Extended Education	EE 1100	3741
Facilities Scheduling	Procurement & Contracts (P.C.L.A.S.S.)	WH B- 485	2231
Fees - Billing	Student Financial Services	WH B- 270	3780
Fees - Payment	Cashier's Office	WH B- 270	3780
Financial Aid	Financial Aid	WH B- 260	3691
Financial Aid Check Distribution	Student Financial Services	WH B- 270	3780
Food Services/Campus Dining/Catering	Campus Dining Services Office	LSU Room 215	3814
Grab & Go Toros	Welch Hall	Lower Level	(310) 516- 3701

Topic	Where to Go	Location	Phone (310) 243-
Grab & Go Toros 2	Social and Behavioral Sciences Building, 2nd floor	SBS E-216	(310) 516-3846
Forensics Team	Theatre Arts	LCH B-104	2847
Foundation	Foundation	SCC 2-202	3306
General Education Advisement	University Advisement and Testing Center	WH A-220	3538
Graduate Studies	Graduate Studies	WH D-445	3693
Graduation, Application for	Admissions and Records/Registration	WH C-290	3645
Graduation Requirements (B.A./B.S.)	University Advisement and Testing Center	WH A-220	3538
Greek Letter Organizations	Office of Student Life	LSU Room 111	2081
Group Study Sessions	Toro Learning Center	LIB C-532	3827
GWAR/GWE Requirements	Testing Office	WH A-210	3909
Health Center	Student Health Center	SHC A-129	3629
Health Insurance	Associated Students, Inc.	LSU Room 231	3686
Housing: On & Off-Campus	Housing	Bldg. A	2228

Topic	Where to Go	Location	Phone (310) 243-
I.D. Card Replacement Information	Admissions and Records/Registration	WH C- 290	3645
Information	Outreach and School Relations	WH D- 245	3696
Informational Posting	Office of Student Life	LSU Room 111	2081
Installment Payment Plan	Student Financial Service	WH B- 270	3780
Instructional Media Center	Instructional Technology	LIB C- 121	3704
International Students:			
Advisement	Admissions and Records	WH C- 290	3645
American Language and Culture Program	Extended Education	SAC 1143	3830
Foreign Exchange Letters	Admissions and Records	WH C- 290	3645
Immigration Forms	Admissions and Records	WH C- 290	3645
Study Abroad	International Education Center	SCC 136A	3919
TOEFL Testing	Extended Education	SAC 1143	3830
Topic	Where to Go	Location	Phone (310) 243-
Jobs	Career Center	WH D- 360	3625
Learning and Academic Support Services	Toro Learning Center	LIB C- 532	3827

Topic	Where to Go	Location	Phone (310) 243-
Leave of Absence, Educational	Admissions and Records/Registration	WH C- 290	3645
Live Scan	State University Police	WH B- 100	3343, 3639
Lost and Found	State University Police	WH B- 100	3343, 3639
Name Change	Admissions and Records/Registration	WH C- 290	3645
New Student Orientation	Office of Student Life	LSU Room 111	2081
Newspaper	The Bulletin	FH B- 009	2313
Older Adult Services	Older Adult Center	SBS B- 235	2003
Online Courses	Distance Learning	WH A- 120	2288
Open University	Extended Education	EE 1100	3741
Organizations & Clubs	Office of Student Life	LSU Room 111	2081
OSHA Training Institute Education Center	Extended Education	EE 1300	2425, 3355
Osher Lifelong Learning Institute	Extended Education	EE 1300	3739, 3355
Outreach and School Relations	Student Recruitment and Information	WH D- 245	3696
Parking:			
Fees	Cashier's Office	WH B- 270	3780

Topic	Where to Go	Location	Phone (310) 243-
Information	Parking Office	SCC 2- 200	3725/3639
Handicapped	Disabled Student Services Office	WH 180	3660
Topic	Where to Go	Location	Phone (310) 243-
Pre-Admission	Outreach and School Relations	WH D- 245	3696
Pre-Health Professions Advising	Biology Department	NSM B- 104	3528, 3381
Police	State University Police	WH B- 100	3639
Police Anonymous Tip Line	State University Police	WH B- 100	3980
Reading Skills	Toro Learning Center	LIB C- 532	3827
Readmission	Admissions and Records/Registration	WH C- 290	3645
Readmission	Admissions and Records/Registration	WH C- 290	3645
Reentry	Cashier's Office	WH B- 270	3812
Refund Applications	Student Financial Services	WH B- 270	3803
Registration:			
Questions	Admissions and Records/Registration	WH C- 290	3645
Registration - Billing	Student Financial Services	WH B- 270	3780

Topic	Where to Go	Location	Phone (310) 243-
Registration - Fees Payment	Cashier's Office	WH B-270	3780
Topic	Where to Go	Location	Phone (310) 243-
Reinstatement, Graduate	Graduate Studies	WH D-445	3693
Reservations, meeting rooms	Administrative Offices	LSU Room 131	3854
Residency	Admissions and Records/Registration	WH C-290	3645
Rideshare	Transportation Services	SCC 108	2893
Satellite/Videoconferencing	Distance Learning	WH A-123	2288
Scholarships	Financial Aid Office	WH B-260	3691
Special Sessions, Information	Extended Education	EE 1100	3741
Spring Intersession	Extended Education	EE 1100	3741
Student Organizations	Office of Student Life	LSU Room 111	2081
Study Abroad	International Education Center	SCC 136A	3919
Study Skills	Toro Learning Center	LIB C-532	3827
Student Union (Room Reservations)	Administrative Offices	LSU Room 131	3854
Summer Programs Information	Extended Education	EE 1100	3741

Topic	Where to Go	Location	Phone (310) 243-
Teaching Credentials:			
Multiple and Single Subject	Teacher Education Division	SOE 1401	3496
Administrative Services	Graduate Education Division	SOE 1410	3524
Pupil Personnel Services	Graduate Education Division	SOE 1410	3524
Special Education	Teacher Education Division	SOE 1401	3496
Topic	Where to Go	Location	Phone (310) 243-
Telecommunications Device for Deaf	Disabled Student Services Office	WH 180	2028
Telecommunications Device for Deaf	Library Lobby	2nd Floor	pay phone
Test Information	Testing Office	WH A- 210	3909
Theatre Tickets	Theatre Box Office	UTC B- 102	3589
Transportation Services	Small College Complex	SCC 1- 108	2893
Transcripts (CSUDH only)	Admissions and Records/Registration	WH C- 290	3645
Travel Study Programs	Extended Education	EE 1100	3741
Tutoring	Toro Learning Center	LIB C- 532	3827
University Advisement	University Advisement and Testing Center	WH 220	3538
Vending Machines/Refunds	Campus Dining	LSU 215	3814

Topic	Where to Go	Location	Phone (310) 243-
	Primary vending locations include kiosks at SCC, LIB, and SAC 2 with locations in every building.		
Veteran's Certification Assistance	Veteran's Student Programs	LIB 3941	3643
Winter Session, Information	Extended Education	EE 1100	3741
Withdrawals	Admissions and Records/Registration	WH C- 290	3608
Women's Issues	Women's Resource Center	SCC 136	2486
Young Scholar Program	Distance Learning	WH A- 123	2288

THE UNIVERSITY – CALIFORNIA STATE UNIVERSITY DOMINGUEZ HILLS

Servicemembers Opportunity Colleges

CSU Dominguez Hills has been designated as a member of Servicemembers Opportunity Colleges (SOC), a group of more than 1,800 colleges and universities providing post-secondary education to members of the military throughout the world. As an SOC member, CSU Dominguez Hills recognizes the unique nature of the military lifestyle and has committed itself to easing the transfer of relevant course credits, providing flexible academic residency requirements, and crediting learning from appropriate military training and experiences. SOC has been developed jointly by educational representatives of each of the Armed Services, the Office of the Secretary of Defense and a consortium of 13 leading national higher education associations; it is co-sponsored by the American Association of State Colleges and Universities and the American Association of Community Colleges.

CSU Dominguez Hills Foundation Board

- Mr. Alan Caldwell
- Mr. Clifford Cannon
- Ms. Jan Chilimidos
- Dr. Willie Hagan
- Mr. D.R. (Don) Herman
- Dr. Rod Hernandez
- Ms. Pilar Hoyos
- Ms. Del Huff
- Mr. Gil Ivey
- Dr. Karen Wilson
- Ms. Paula Moore
- Carrie Stewart
- Mr. Ken Putnam
- Mr. Michael D. Rouse
- Mr. George Schmeltzer
- Mr. Dana W. Ward
- ASI President

Accreditation and Approvals

The Western Association of School and Colleges' (WASC) Handbook of Accreditation, January 2001 (page 8), states that voluntary, nongovernmental accreditation of both institutions and programs is a unique characteristic of American education that establishes standards of quality and effectiveness. The specific purposes of accreditation are:

- To assure the academic community, the general public, and other organizations and agencies that an institution/program has clearly defined objectives appropriate to higher education;
- To encourage institutional/programmatic development and improvement through self study and periodic evaluation by qualified peer professionals;
- To promote institutional engagement with issues of educational effectiveness and student learning and to develop and share good practices in assessing and improving the teaching and learning process;

- To promote a culture of evidence where indicators of performance regularly developed and data collected to inform institutional decision making, planning, and improvement;
- To develop systems of review and evaluation that are adaptive to institutional context, build on institutional evidence and support rigorous review; and
- To promote interchange of ideas among educational institutions/programs through peer review.

CSU Dominguez Hills is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges [located at 9533 Airport Boulevard, Suite 200, Burlingame, CA 94010, (650) 696-1060], which is one of six major regional accreditation agencies in the United States.

CSU Dominguez Hills is also accredited/approved by other agencies in the following special fields.

Business Administration

Association of Collegiate Business Schools and Programs (ACBSP) located at 7007 College Blvd., Suite 420, Overland Park, KS 66211.

Chemistry

American Chemical Society, Committee on Professional Training located at 1155 Sixteenth Street, N.W., Washington, DC 20036.

Clinical Sciences

Cytotechnology Option: Affiliate accredited by the Programs Review Committee of the American Society of Cytopathology, sponsored by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) located at 35 E. Wacker Dr., Suite 1970, Chicago, IL 60601-2208.

Medical Technology Option: National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) located at 5600 N. River Road, Suite 720, Rosemont, IL 60018.

Computer Science

Computing Science Accreditation Commission (CSAC) of the Accreditation Board for Engineering and Technology, Inc. (ABET) located at 111 Market Place, Suite 1050, Baltimore, MD 21202.

Education

National Council for Accreditation of Teacher Education (NCATE) located at 1919 Pennsylvania Ave., N.W., Suite 202, Washington, DC 20006, and the California Commission on Teacher Credentialing (CCTC) located at 1900 Capitol Ave., Sacramento, CA 95814-7000.

Health Science

Orthotics and Prosthetics: Affiliate accredited by the National Commission on Orthotic and Prosthetic Education (NCOPE) located at 330 John Carlyle St., Suite 200, Alexandria, VA 22314 and sponsored by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) located at 35 E. Wacker Dr., Suite 1970, Chicago, IL 60601-2208.

Music

The National Association of Schools of Music (NASM) located at 11250 Roger Bacon Dr., Suite 21, Reston, VA 20190.

Nursing

Commission on Collegiate Nursing Education located at One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120. Approval of the MSN Clinical Nurse Leader Role Option and the Family Nurse Practitioner Program by the California Board of Registered Nursing at P.O. Box, 94420, Sacramento, CA 94244-2100.

Occupational Therapy

The Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) accredits educational programs for the occupational therapist. The standards comply with the United States Department of Education (USDE) criteria for recognition of accrediting agencies. Accreditation Department, American Occupational Therapy Association, Inc. 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449.

Public Administration

National Association of Schools of Public Affairs and Administration (NASPAA) located at 1120 G. Street, N.W., Ste. 520, Washington, DC 20005.

Social Work (MSW)

Council on Social Work Education (CSWE) located at 1725 Duke Street, Suite 500, Alexandria, VA 22314-3457, (703) 683-8080, fax (703) 683-8099.

Theatre Arts

National Association of Schools of Theatre (NAST) located at 11250 Roger Bacon Dr., Suite 21, Reston, VA 20190 (Associate Membership).

UNIVERSITY ADMINISTRATION**Office of the President**

President	Willie J. Hagan
Chief of Staff	(vacant)
Presidential Aide	Bernadine Grayer
Division of Academic Affairs	
Interim, Provost and Vice President of Academic Affairs	Rodrick Hay
Interim, Vice Provost	Ken O'Donnell
Acting, Assistant to the Provost	Tracey Haney
Associate Vice President, Academic Resources Management and Planning	(vacant)
Associate Vice President, Institutional Effectiveness and Assessment	(vacant)

Associate Vice President, Faculty Affairs	Clare Weber
Associate Vice President, University Advising	Bridget Driscoll
Dean, Graduate Studies and Research	Dorota Huizinga
Interim Dean, Undergraduate Studies	Patricia Kalayjian
Director, Center for Service Learning, Internships and Civic Engagement	Cheryl McKnight
Associate Director, Toro Learning Center	Peggy Ozaki
Chair, Academic Senate	Jim Hill
College of Arts and Humanities	
Dean	Mitch Avila
Associate Dean	Timothy Caron
College of Natural and Behavioral Sciences	
Dean	Philip LaPolt
Associate Dean	Hamoud Salhi
College of Business Administration and Public Policy	
Dean	Joseph Wen
Associate Dean	Keong Leong
Assistant Dean, Graduate and Professional Programs	Betty Vu
College of Education	
Dean	John Davis
Associate Dean	Glenn DeVoogd
College of Health, Human Services, and Nursing	
Dean	Gary Sayed
Acting, Associate Dean	Margaret Parker

Interim Director, School of Nursing	Kathleen Chai
College of Extended and International Education	
Dean	Kim McNutt
Associate Dean, Extended Education	Lynda Wilson
Associate Dean, International Education	Gary Rhodes
University Library	
Dean	Stephanie Brasley
Associate Dean	Christy Stevens
Division of Administration and Finance	
Acting, Vice President, Administration and Finance	Naomi Goodwin
Associate Vice President, Administration and Finance	Stephen Mastro
Director, Foundation	Russell Statham
Director, Accounting Services	Cecilia Patz
Director, Physical Plant	Jonathan Scheffler
Director, Facilities Planning and Construction Management	(vacant)
Interim Associate Vice President, Human Resources Management	Deborah Roberson-Simms
Director, Payroll Services	Julia Chan
Senior Director, University Contracts, Procurement, Contracts, Logistical and Support Services	(vacant)
Manager, Risk Management/Environmental Health and Occupational Safety	Jeff Wood
Chief of Police	Carlos Velez

Division of Student Affairs

Vice President, Student Affairs	William Franklin
Division Fiscal Officer	Cecily McAlpine
Associate Vice President, Student Life/Dean of Students	
Associate Vice President, Enrollment Management	Brandy McLelland
Associate Vice President, Student Success	Paz Oliverez
Director, Financial Aid	Delores Lee
Director, Outreach and School Relations	
Director, Loker Student Union	Cecilia Ortiz
Assistant Dean of Students, Office of Student Life	Anna Liza Garcia
Acting Director, University Housing Services	(vacant)
Coordinator, Multicultural Center	Kristina Londy
Director, Disabled Student Services	Patricia Ann Wells
Director, Athletics	Jeff Falkner
Director, Student Health and Psychological Services	Janie MacHarg
Chief of Medical Services	Irina Gaal
Acting Director, Career Center	Nicole Rodriguez

Division of Information Technology

Vice President and Chief Information Officer, Information Technology	Chris Manriquez
Associate Vice President and Academic Technology Officer, Academic Technology	(vacant)
Information Security Officer	Kerry Boyer

**Division Fiscal and Project Management Officer
and Interim Director, User Services**

Marci Payne

Director, Enterprise Applications

Bill Chang

Director, Infrastructure

(vacant)

Division of University Advancement

Vice President, University Advancement

Carrie E. Stewart

Associate Vice President, Development

Jeffrey Poltorak

Assistant Vice President, External Relations

David Gamboa

Senior Director, Development

Berivan Eisenhardt

**Director, University Communications and Public
Affairs**

Director, Ceremonies and Events

Marilyn McPoland

ACADEMIC INTEGRITY: ITS PLACE IN THE UNIVERSITY COMMUNITY

The University Community

A university is a community of learners bonded together by the search for knowledge; the pursuit of personal, social, cultural, physical, and intellectual development; and the desire for the liberating effects of an advanced education. California State University, Dominguez Hills (CSUDH) has a culture—the academic culture—shared with other universities and colleges across the nation. Integral to that culture is a set of values such as academic freedom, dedication to teaching and learning, diversity, civility toward others, and academic integrity.

Academic Integrity

Academic integrity is of central importance in the university community and involves committed allegiance to the values, the principles, and the code of behavior held to be central in that community. Integrity concerns honesty and implies being truthful, fair, and free from lies, fraud, and deceit.

The core of a university's integrity is its scholastic honesty. Honesty is valued across all cultures and is a fundamental value in the academic culture. There are, however, cultural differences with regard to the ownership of ideas and the importance of individual efforts. Nonetheless, the university expects all students and other campus members to document the intellectual contributions of others and to ensure that the work they submit is their own.

Education provides students with the resources to master content, learn skills, and develop processes to maximize self potential and the potential of others. Students must demonstrate mastery of each step of learning by tangible products such as test performance, papers, and presentations. This process enables the student and the instructor to assess the student's readiness for the next steps and gives the student the confidence to undertake future steps. Students who cheat may not have mastered the necessary steps nor gained the necessary knowledge; they miss the opportunity to gain an accurate picture of what they know and what they do not know.

Cheating harms others and the institution in addition to limiting one's own potential. Other students are rightfully angry when dishonest students use inappropriate methods to get grades for which honest students work hard. The fairness of the grading process is compromised when a student falsely obtains a grade. Academic dishonesty may result in loss of confidence in the system and devaluation of the quality of the university degree.

The Nature of Academic Dishonesty

A standard definition of academic dishonesty has been provided by Kibler, Nuss, Paterson, and Pavela (1988):

Academic dishonesty usually refers to forms of cheating and plagiarism which result in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own.

They further define the following specific forms of academic dishonesty:

Cheating—intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit or hours.

Cheating also includes: unauthorized multiple submissions, altering or interfering with grading, lying to improve a grade, altering graded work, unauthorized removal of tests from classroom or office, and forging signatures on academic documents.

Fabrication—intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

Facilitating academic dishonesty—intentionally or knowingly helping or attempting to help another to violate a provision of the institutional code of academic integrity.

Plagiarism—the deliberate adoption or reproduction of ideas or words or statements of another person as one's own without acknowledgment.

(Presidential Memorandum 85-10) At the heart of any university are its efforts to encourage critical reading skills, effective communication and, above all, intellectual honesty among its students. Thus, all academic work submitted by a student as his or her own should be in his or her own unique style, words and form. When a student submits work that purports to be his/her original work, but actually is not, the student has committed plagiarism.

Plagiarism is considered a gross violation of the University's academic and disciplinary standards. Plagiarism includes the following: copying of one person's work by another and claiming it as his or her own, false presentation of one's self as the author or creator of a work, falsely taking credit for another person's unique method of treatment or expression, falsely representing one's self as the source of ideas or expression, or the presentation of someone else's language, ideas or works without giving that person due credit. It is not limited to written works. For example, one could plagiarize music compositions, photographs, works of art, choreography, computer programs or any other unique creative effort.

Plagiarism is cause for formal University discipline and is justification for an instructor to assign a lower grade or a failing grade in the course in which the plagiarism is committed. In addition, the University may impose its own disciplinary measures.

Further information about the various forms of academic dishonesty can be obtained from the office of any Instructional Dean or the Student Development office. Individual departments and faculty may also provide specific examples.

Who Has the Responsibility for Promoting Academic Integrity and Preventing Academic Dishonesty?

Faculty Responsibility

The faculty as representatives of the institution have the opportunity to encourage academic integrity and the responsibility to discourage and curtail academic fraud. At CSUDH, incidents should be reported to the Office of the Vice President of Student Affairs. Unless incidents are reported to a central location, repeated violations may go undetected as they occur in separate departments or with different faculty. The Vice President of Student Affairs will notify the student if a report is received.

Student Responsibility

Students are responsible for the integrity of their actions and must be willing to accept consequences for these actions. Students have the responsibility to be familiar with the University policies and to seek clarification with faculty if they are unclear about expectations

for any assignment. Students are also encouraged to report academic dishonesty. In the sense that a university is a community, students should understand their own role in the creation of the kind of environment that encourages honesty and discourages academic fraud. Students need not tolerate any action on the part of another that diminishes their own integrity or that of the university.

Options for Addressing Academic Dishonesty

When a faculty member detects dishonesty, he or she will address it during the semester in which the incident occurs. If appropriate, the faculty member will first confront the student and seek an "in-office" resolution. Remember the charge is an allegation that should be examined under due process.

If the faculty member is convinced that dishonesty has occurred, she or he will use one or more of the following options:

- a. Adjust the evaluation of the student's work, i.e., nullify the effort or a portion of it. This action may be taken as part of a decision regarding assignment of a grade. The faculty member is not required to formally report the incident through the campus disciplinary process but is strongly encouraged to do so.
- b. Refer the matter to the Vice President for Student Affairs for an investigation as part of the Student Disciplinary Procedures. These procedures call for due process, a hearing or the opportunity to waive a hearing and accept a sanction without admitting guilt. (An "F" grade supported by a decision in a disciplinary case may not be the subject of a grade appeal and may not be repeated and canceled.)
- c. Use both "a" and "b" above.

The California State University Disciplinary Procedures

Student enrollment is a voluntary entrance into the academic community of learners. By such entrance, the student voluntarily assumes, and is expected to assume, obligations of performance and behavior that are imposed by the University relevant to its lawful missions, processes, and functions. The University reserves the right to discipline students in order to secure compliance with these obligations.

Students who engage in dishonest behavior are charged with violating Title 5, California Administrative Code, Section 41301, under the Student Disciplinary Procedures for the California State University established by [Executive Order #1098](#) by the Chancellor. A copy of these procedures may be obtained from the Offices of the Vice President for Student Affairs or Student Development or refer to the University Regulations section of the University Catalog.

CAMPUS LIFE

Associated Students, Inc.

**Loker Student Union Room 231
(310) 243-3686**

“WE REPRESENT THE STUDENTS.”

Associated Students, Incorporated (ASI) is the official student voice of California State University, Dominguez Hills. ASI believes in the core values of student growth, advocacy, leadership and guidance. As a student-run, non-profit corporation, ASI representatives are appointed to various campus-wide committees affecting campus governance and monitor approximately \$1.8 million of student activity fees.

Leadership Development

Building individual and group leadership skills, ASI's student-led commissions provide numerous opportunities for students to be involved on campus throughout the year, including Toro Tuesdays, Pizza with the President, Commuter Outreach, and fitness classes. Many of these commission meetings allow students to help decide and plan what events, services and technology are offered at CSUDH. Past ASI technology awards include: Financial Market Trading and Business Simulation Lab, the Internet Lounge in the Library, laptops for resume and job search workshops in the Career Center, the computer lab in Housing, Audio/Visual enhancements to the Clubs and Organizations Resource Room in the Loker Student Union, and enhanced technology (Smart) classrooms throughout the campus.

Advocacy

ASI representatives travel monthly to northern or southern CSU campuses to collaborate with other Associated Student representatives on advocacy for the CSU system as a whole. ASI representatives also travel annually to the California Higher Education Student Summit, a three day conference in Sacramento to advocate for accessibility, affordability and quality higher education.

STUDENT GROWTH

Child Development Center

Child Development Center (CDC) provides affordable, dependable and convenient childcare for CSUDH students, faculty and staff. The CDC provides developmentally appropriate services and discounted rates to qualified students. CDC is located at the north end of parking lot 1. For more information, call (310) 243-1015 or visit the website at www.asicsudh.com.

KDHR Radio

A student-run internet radio station that creates opportunities for internships, live disk jockeys mixing, and live radio talk shows.

Health and Fitness

Provide exciting recreational activities on campus, such as, yoga, total body fitness, koga, pilates, tournaments, and zumba.

Toro Tuesday

With the Spirit and Pride Campaign, ASI gave birth to the “Go Toros” slogan and every Tuesday is Toro Tuesday on campus. Come into our office wearing your DH Pride apparel and get a chance to win a semester scholarship of \$4000!

Stop by the ASI Office in the Loker Student Union Room 231 or call us at call (310) 243-3686. Website: asicsudh.com - Instagram & Facebook: [asicsudh](https://www.facebook.com/asicsudh) - Twitter@[ilovemyasi](https://twitter.com/ilovemyasi)

Athletics

SAC 3 (310) 243-3893

The Cal State Dominguez Hills athletics department has built a national reputation for athletic and academic achievement, further solidified by the 2011 NCAA Track & Field 4x400 National Championship and the 2008 NCAA Men's Soccer National Championship, the men's soccer program's second NCAA Title in an eight-year stretch, which included both NSCAA National Coach and Player of the Year honors.

The Toros compete nationally at the National Collegiate Athletic Association (NCAA) Division II level, and are a member of the California Collegiate Athletic Association (CCAA), recognized nationally as the NCAA Division II "Conference of Champions," with 154 NCAA National Titles to date. Additionally, CSUDH is the only NCAA Division II program to capture both men's and women's soccer titles after the Toros women's soccer team garnered the first-ever NCAA National Championship for CSUDH in 1991.

Away from the pitch, a CCAA Conference high three Toro baseball players were drafted in both the 2015 and 2014 Major League Baseball amateur drafts, with one selected this past season,

Cal State Dominguez Hills sponsors 10 intercollegiate athletic teams that serve approximately 200 student-athletes in men's and women's basketball, men's and women's soccer, men's golf, baseball, women's volleyball, softball, and indoor/outdoor track and field. A source of even greater pride than the Toros' considerable athletic achievements has been the success of Toro student-athletes in the classroom. Toro student-athletes have boasted three Rhodes Scholar candidates and two Rhodes Scholar finalists since 1987 while winning two prestigious Woody Hayes Scholar Athlete Awards, making CSU Dominguez Hills one of just two schools in the nation with multiple award winners.

In 2008-2009 alone, the Toros boasted the CoSIDA/ESPN The Magazine Academic All-American of the Year, as well as the CCAA Scholar-Athlete of the Year, the first and third such honors won by the school, respectively.

Athletic facilities such as the Torodome (gymnasium), fitness center, swimming pool, tennis courts, track and all-purpose field are available for use by enrolled students, faculty and staff. Students, faculty and staff are encouraged to use the facilities when there is no conflict with classes or other scheduled events and approved supervision is provided.

Information regarding athletic opportunities available to male and female students and the financial resources and personnel that Cal State Dominguez Hills dedicates to its men's and women's teams may be obtained from the Director of Athletics at (310) 243-3893, while letters of inquiry can be emailed to athletics@csudh.edu or mailed to 1000 E. Victoria St., SAC-3 Carson, CA 90747.

Urban Community Research Center

LIB G-521 (310) 243-3500

The Urban Community Research Center (UCRC) was established in response to the dual need for useful research in our surrounding urban communities and the need to provide "hands on" applied research experience to our students. UCRC provides a comprehensive applied research and analysis service to the Greater South Bay Region in support of the research needs of surrounding communities in partnership with community organizations and agencies. Faculty and their students conduct basic and applied research on a wide variety of urban community conditions and problems in response to the needs of communities in the Los Angeles basin. The UCRC maintains a cross-disciplinary approach to conducting research in the urban environment supported by grants and contracts, while providing students with a "real-world" (applied) research experience. Its research program is developed in cooperation with community groups and agencies.

The research program of UCRC concentrates on projects with direct application to the improvement of a range of urban community conditions and needs in our region, thereby offering faculty and students from diverse disciplines the opportunity to contribute to collaborative research endeavors applied to satisfying those needs. Faculty and students from any discipline are encouraged to develop research projects, evaluations, and assessments in collaboration with community groups and organizations, and government agencies, such as health, safety, planning and community and economic development agencies and groups, and a variety of social service agencies in the region, consistent with the mission of the Center to produce useful knowledge in support of a better quality of life in urban communities.

Faculty and students interested in participating in or developing new UCRC research projects should contact the Director, Dr. Matthew G. Mutchler.

Forensics Team

LCH B-102 (310) 243-2847

The Toro Forensics Team gives students the practice and experience they need to sharpen their speech communication and oral interpretation skills. Members of the Forensics team take weekend trips to intercollegiate tournaments at other campuses, primarily in Southern California. All undergraduate students are eligible for up to eight semesters of competition, and may earn two units of credit per semester. No audition is required. Forensics experience can be especially useful for students who are planning to go into law, business, teaching, broadcasting, theatre, science, or any field which emphasizes oral performance, but all students are welcome.

Honors Program

Academic Affairs (310) 243-2432

Program Description, Features and Benefits

The University Honors Program offers a community of Honors students and faculty who are committed to academic excellence, creativity, critical thinking, and independent research.

The program provides an academically enriched and socially supportive environment that inspires students in all disciplines to become creative and critical thinkers as well as leaders in their fields. Honors students receive the extra stimulation of a special program while participating in the life of the campus at large. The program fosters the intellectual curiosity of all students and provides rigorous preparation for those interested in pursuing advanced degrees in graduate or professional school.

All components of the program are designed to provide an atmosphere in which committed students may strive for excellence and further the process of self-discovery, which is the significant goal of a university education: "Education is not preparation for life; education is life itself." (John Dewey)

Honors Program students have priority registration privileges, priority consideration for on-campus student housing, and individual academic mentoring by the program coordinator. First year and transfer students who are eligible for the Honors Program qualify for the President's Honors Scholarship.

Honors Contracts, Seminars and Senior Thesis

Honors Contracts enable a student to have the designation "Honors" appended to a given upper division course by completing more sophisticated work than the instructor is asking of the regularly enrolled students. With this option, the student, with the consent and guidance of the instructor, can undertake Honors-level study, and receive Honors credit in a non-Honors course. The Honors work undertaken is in addition to, rather than instead of, the regular course assignments.

The student and faculty member agree at the beginning of the course on the nature of the work to be done for Honors credit (examples might include pretesting lab experiments, making one or more special presentations to the class, or creating an annotated bibliography of materials). This agreement, its rationale, and its means of evaluation, are specified on a proposal form submitted to the Honors Program coordinator by the fifth week of the semester.

Special Seminar courses offer Honors students an opportunity to exploring inter-disciplinary topics or issues with faculty members.

Honors Scholars are upper division Honors Program students who participate in independent research under the direction of faculty members in their fields. Honors Scholars receive academic credit for their work with these faculty members on research or teaching-related activities for a semester.

The Senior Honors Thesis enables students to pursue an original project in an area of their interest (usually within the major) culminating in a substantial written report or other appropriate result. Students work under the guidance of a faculty member in the area of interest. Successful completion of the thesis will be noted on the student transcript. Students should inquire at the Honors Program for guidelines and direction.

Eligibility

The program is open to undergraduate students from throughout the University. Eligibility is determined by grade point average, SAT scores, community service experience, and personal interviews. For application information contact Academic Affairs WH 440.

Honor/Service Societies

(May require minimum grade point average and/or particular departmental affiliation)

- Delta Mu Delta - Epsilon Mu Chapter
- Phi Kappa Phi
- Phi Alpha Theta
- Pi Alpha Alpha
- Sigma Pi Sigma

See the Student Organizations section for additional Honor Societies.

Housing, University

University Housing Office (310) 243-2228

Our Mission

The mission of University Housing Services is to provide CSUDH students a safe and inclusive living experience that promotes independent living, maximizes their educational experience, and facilitates their personal development through well-maintained housing facilities. University Housing Services provides students a range of housing options. Our gated community includes 32 one-bedroom, 72 two-bedroom, and 30 three-bedroom apartments.

Why Live On Campus

Enrolled students are encouraged to live **on campus** in one of our 164 furnished apartments located on the northeast corner of campus. There is also a community room, conference and meeting rooms, state of the art laundry facilities and twenty-four hour Wi-Fi access. On the complex grounds are two basketball and sand volleyball courts. Our grounds are well manicured with grills and picnic seating conveniently positioned for residents' enjoyment. Convenient residential parking partially surrounds the complex with campus parking also adjacent nearby.

Convenient, safe and affordable, CSUDH on-campus housing offers a unique opportunity to fully experience our vibrant campus life and community. Living on campus also puts you steps away from faculty and staff, campus resources, and student organizations, programs and services! Students who live on campus spend less time commuting, and more time preparing for success.

If you are interested in obtaining additional information regarding on-campus housing, contact the University Housing Services Office in Building A or telephone (310) 243-2228. The office is open from 8 a.m. to 10 p.m., Monday through Friday. Summer hours are 8am – 8pm M-F.

Intramurals

Division of Kinesiology (310) 243-2219 or (310) 243-3757

Fun, fitness and friends, plus get college credit! The intramural program is designed to get the campus community involved with inner-campus athletic competition and fitness. DH Intramurals

provides CSUDH students, faculty and staff the opportunity to stay involved in an athletic setting and participate in fitness classes. Each one unit class is offered every fall and spring semester. Create your own team or join as a "free agent." The main purpose is to have interaction with others on campus and to meet new and interesting people while enjoying the benefits of physical fitness. DH Intramural Sports has become a member of ACISF (American Collegiate Intramural Sports and Fitness) national organization. This sponsorship provides numerous prizes and gifts for all students enrolled in Intramural Sports or Fitness activities, including both "Fit" Male and Female Athletes of the Month. Classes include basketball, tennis, flag football, aqua aerobics and pool usage, soccer, volleyball, indoor soccer/futbol, softball, flyfishing, military-style fitness bootcamp, walking for health, and assisting with disabled student activities. For more information visit the website at www.csudh.edu/hhs/intramural.htm or contact George Wing, Director of Intramural Sports or Wayne Timmerman, Program Assistant.

Multicultural Center

LSU 110(310) 243-2519

The Multicultural Center serves as a focal point on campus for creating a forum for students, staff and faculty that facilitates inter-cultural and international awareness, sensitivity and communication. The Center is a haven for individuals and groups to explore not only their ethnicity but all ethnicities. The Center provides cultural programming, campus community involvement, volunteer opportunities and cultural resources. All members of the CSUDH community are welcome and are encouraged to participate in the programs of the Multicultural Center. For more information stop by and visit the Center in the Loker Student Union.

Music Performance Groups and Concert Series

LCH E-303 (310) 243-3543

The Music Department sponsors an excellent and widely varied series of concerts throughout each academic year. In addition to recitals by guest artists, programs by the faculty, and frequent new music and world music concerts the students themselves are heard each semester in regular student recitals and individual programs. Distinguished as an All-Steinway School, the music department's many performances are enhanced by these fine instruments. Performing groups include the University Jazz Ensemble, Chamber Singers, Guitar Ensemble, Wind Ensemble, Percussion Ensemble, and the Early Music Collegium.

The University Chorus and Chamber Singers

The principal aim of the chorus is to acquaint its members and its audiences with the finest chorale music drawn from all periods of music history including the present time. Music by such composers as Palestrina, Bach, Mozart, Brahms, Stravinsky, Schoenberg, Copland and Bialosky among many others, grace its programs.

The Chorus performs both unaccompanied and with orchestra compositions and often joins forces with neighboring schools in special presentations.

Guitar Ensemble

The CSUDH Guitar Ensemble is co-directed by Dr. Scott Morris and Matthew Greif and consists of students from our highly respected classical and studio jazz guitar program. In addition to being heard at numerous university functions throughout the year, the group presents a full

recital at the end of each semester. The group is also featured in the annual “Guitar Day at Dominguez” festival.

Early Music Collegium

The EMC is co-directed by Dr. Scott Morris, Dr. Dawn Brooks, and Dr. Rik Noyce and features students from the department of music performing music from the Middle Ages, Renaissance and Baroque periods on historically accurate instruments such as lutes, Baroque guitars, cornamuses, and recorders. Early vocal music is also presented by the ensemble.

Jubilee Choir

The Jubilee Choir, under the direction of Dr. Hanson L. Caldwell, performs not only well-known classical religious work, but also literature that includes spirituals, gospel music, jazz, and blues. The Choir performs widely in the community and holds an annual benefit concert.

Musical Theatre

Students may participate in musical theatre performances produced by the Theatre Arts and Dance Department.

The University Jazz Ensemble

The Jazz Ensemble is directed by Dr. Stephen Moore and performs a wide variety of contemporary commercial music. Past concerts have featured the music of jazz legends such as Miles Davis, John Coltrane, Dizzy Gillespie as well as current Blues and Rock artists. Membership is by audition.

Newspaper - The Bulletin

FH B-009 (310) 243-2313

Dominguez Hills students have the opportunity to hone their reporting, writing, and editing skills while working on the student newspaper. Published bi-weekly during the academic year, Communications students in the Journalism option put into practice Journalism’s theoretical and applied approaches through the newspaper’s print and online products, which cover all aspects of campus life and the surrounding communities. Most importantly, they work closely together to achieve a common goal while encountering the social, political, and cultural give-and-take that forms the "esprit-de-corps" context of a working newsroom.

Older Adult Center

SBS B-235 (310) 243-2003

The Older Adult Center (OAC) serves as a support system for older students on campus, but provides a warm and friendly atmosphere for people of all ages. The OAC counsels on the fee waiver program for students over 60 and also provides other academic and social opportunities for students, faculty and staff including internships. Those interested may drop by, sign in at the center, and are welcome to join informal discussion groups.

Student Organizations

Office of Student LifeLoker Student Union 111 (310) 243-2074

The following student organizations are representative of the clubs available to students. They invite your membership and active participation.

Academic Organizations

- **Accounting Society** serves to provide a means whereby students interested in accounting may associate with one another and exchange ideas relevant to their studies and occupational goals.
- **Anthropology Club** serves to augment learning and to strengthen social bonds amongst group members.
- **Dominguez Hills Society of Economists** serves to educate students about the economy as a whole and its influential impact.
- **E.N.G.A.G.E.** A support group that will help student's access campus resources and supports.
- **Graduate Association of Social Work** serves to promote student interest in social work, enhance professional development through student and campus community.
- **Health Science Student Alliance Club** to aide students majoring in related fields. To network & prepare for graduate school, exams, advancement and volunteering.
- **Human Services Student Association** opportunity to networking, fieldwork experience, sharing and advocating for good causes.
- **Integrative Medicine Club** To educate members about western and alternative medicine working together to treat the whole person.
- **Nursing Student Organization** supports and promotes activities for professional development of nursing students.
- **Pre-Law Society** to assist students interested in going to law school, while furthering intellectual achievement and scholarship.
- **Pre-Health Society** provides networking opportunities and promotes student community service in the health and related fields, as well as on campus.
- **Psychology Club** serves to promote the field of psychological research.
- **Science Society** serves the academic and professional interests and concerns of science students and fosters relationships among students, faculty, and local students.
- **Sociology Club** is guided by the philosophy of "Service to the Community" which means a commitment to assist communities in need through volunteerism and community organizing.
- **Teach One Reach One (TORO)** assists new first year students of CSUDH in becoming academically successful. Aspires to lower the dropout rate and raise retention rate.
- **Women Success Alliance** to prepare women for the professional work and guide them toward success.

Cultural/Multicultural Organizations

- **Asia @ CSUDH** serves to make the campus aware of the availability of the Asian-Pacific Student program.
- **Black Business Student Association** strives to promote professional and development of our members by providing networking opportunities and programs.
- **Chicana/o Studies Club** strives to educate, inform and produce research & scholarship that celebrate the cultural and historical richness of our culture.
- **Espiritu de Nuestro Futuro** serves to promote equity and access for non-traditional students who have burning desire to pursue their studies at CSUDH.
- **Latino Student Business Association** serves to provide opportunities to members and students that will enhance their personal, professional, and academic skills, which in return will help them achieve their short and long term goals during and after their collegiate experience.
- **Hermanas Unidas (HaU)** reaches out the Chicana/Latina community and provides resources through the 3 pillars: academics, community service and social events.
- **M.E.Ch.A.** strives for educational, cultural, economic, political, and social empowerment within the Chicano community in order to liberate nuestra gente.
- **Muslim Student Association** to assist Muslim students with their spiritual, social and intellectual goals. To represent the union and advocate for the interest of Muslim students.
- **Organization of Africana Students** serves to nurture scholars, thinkers, and leaders by promoting social responsibility and economic excellence.
- **Organization Latinoamerica Estudiantil (OLE)** to spread vast Hispanic culture.

Honor/Service Societies

Membership may require minimum grade point average and/or particular departmental affiliation.

- **Mu Phi Epsilon** serves to recognize the scholarship and musicianship of members and to promote friendship.
- **National Society of Collegiate Scholars:** Students ranked in the top 20 percent. Encourages and recognizes outstanding scholarship and accomplishments, provides them with tools and development to be change agents on campus and in the community.
- **Phi Alpha Theta:** International honor society in history.
- **Phi Beta Lambda** The organization's mission is to promote quality education as essential to the development of business leaders by providing innovative programs, relevant research, visionary leadership, and dedicated service.
- **Phi Sigma Biological Sciences** dedicated to the advancement of biological sciences through Research Community outreach, and volunteering.
- **Pi Theta Epsilon**, Gamma Gamma Chapter is a national honor society in occupational therapy. The mission of Pi Theta Epsilon is to help ensure quality health care services for the general public by supporting scholarly activities by its members. This national

organization aims at promoting research related to occupation and the practice of authentic occupational therapy.

- **Psi Chi** is a national honor society in psychology. Psi Chi was founded for the purpose of encouraging, stimulating, maintaining scholarship in and advancing the science of psychology.

Political/Social Justice

- **Association of Political Science (APSS)** serves to encourage students to participate, discuss, and debate political issues.
- **Labor and Social Justice** to educate and inform the campus about labor and social justice issues and promote leadership among our students.
- **Young Americans for Liberty** a political activist organization on campus which seek to find, educate, train and mobilize youth activists for the purpose of winning on principle.

Professional Organizations

- **A.L.P.F.A** the largest Latino association for business professionals and students, dedicated to enhance opportunities for Latinos by building leadership and career skills.
- **American Marketing Association** provides access to future careers in marketing for interested students and to foster organizational and networking skills.
- **Cyber Security Club** to create a group of ethical hackers, where knowledgeable students may discuss and implement security issues and solutions.
- **Earth Science Club** furthers the knowledge of physical, geographical, and geological sciences.
- **IEEE CLAS CSUDH Computer Society Student Branch** fosters technological innovation and excellence for the benefit of humanity. IEEE will be essential to the global technical community and to technical professionals everywhere.
- **Latino Student Business Association** provides opportunities for members to grow academically through education, leadership and organizational support.
- **International Business Association** heightens the awareness of business students to the field of international business.
- **International Student Association** promotes better companionship between the university and international students.
- **Student Occupational Therapy Association (SOTA)** is an interactive/networking organization that promotes community work, events, education, and knowledge about occupational therapy services.

Religious/Spiritual Organizations

- **Christian Crew** we represents 21st century lives through a Christian prospective.
- **Christians on Campus** to spread the word about the Lord Jesus. To encourage students
- **Host of Heaven** to reach students at CSUDH to have a closer relationship with Christ and to teach, preach the word of God.

- **Life on Campus** facilitates weekly group discussions on being successful in school and in our individual walk with God, we serve as an academic and cross cultural host for networking and enriching fellowship.

Special Interest Organizations

- **Anime Club** to enhance environment by stimulating the growth and appreciation of Anime as an art form as well as awareness and understanding all aspects of Japanese Culture.
- **Boxing Club** for fitness and well-being of students. To build confidence in students and relieve stress.
- **Destiny** Promotes high academic, community service, and social connections.
- **Ecology Club** bring awareness about key ecological issues that affect our campus community, campus wide recycling program, green sustainability programs, and community events about ecology.
- **E.M.P.O.W.E.R.** An enriching group that aims to support women of all backgrounds who face various challenges, such as friendships, relationships, family responsibilities, and being successful in college.
- **Male Success Alliance** improve access, retention and graduate rates if young men of color through academic support, professional development, and mentoring.
- **Resident Student Association (RSA)** provides leadership to the resident student population, promotes community, acts as a student government, and provides opportunities to enhance the collegiate experience.
- **Student Athletic Advisory Committee (SAAC)** enhances the overall experience of student-athletics by providing opportunities to participate in volunteer projects, campus events, and by representing the University in a positive manner.
- **Toro Weightlifting Club** to promote fitness through weightlifting, utilizing and educating on proper techniques to avoid injury.
- **Performing Arts Club** promotes the art forms of the theatre and dance on campus and in the community.

Fraternities and Sororities

Fraternities

- **Gamma Zeta Alpha** Built on the foundation of respect and brotherhood is to establish and promote a nurturing environment at the university level and beyond, through academic excellence, community service and the celebration of the diverse Latino Culture.
- **Lambda Theta Phi** promotes the spirit of brotherhood; protects the rights of Latino students; preserves the rich Latino culture, history, and tradition; promotes harmony; and maximizes leadership potential to provide guidance to the surrounding community.
- **Omega Delta Phi** Dedicated to the needs and concerns of the community, is and shall be to promote and maintain the traditional values of Unity, Honesty, Integrity, and

Leadership. This Brotherhood was founded in order to provide, to ANY man, a diverse fraternal experience which coincides with a higher education. P

- **Phi Iota Alpha** to develop leaders and create innovative ways to unite the Latino community. Our fraternity's roots extend from the late 19th century to the first Latino fraternity and the first Latino student organization in the United States. Our brotherhood is composed of university and professional men committed towards the empowerment of the Latin American community.
- **Sigma Pi Fraternity International** establishes a diverse and academically oriented brotherhood. Their purpose focuses on scholarship, chivalry, diversity, education, and service to the community.

Sororities

- **Alpha Kappa Alpha Sorority, Inc.**, Xi Upsilon Chapter to cultivate and encourage high scholastic and ethical standards, to promote unity and friendship among college women, to alleviate problems concerning women and girls, and to be of service to all mankind.
- **Hermanidad de Sigma Iota Alpha, Inc.** strives toward the expansion of awareness of the Latino culture, promotes leadership and sisterhood, and encourages excellence in education among women.
- **Kappa Delta Chi** a Latina national sorority who aims to achieve professional development, academic excellence, and graduation of all its members; an organization dedicated to community service to their local university communities with an emphasis on the Hispanic/Latino population.
- **Lambda Theta Nu** to promote and foster Latina leaders through educational and professional development, relationship building, and community involvement. Our intent is to provide our members exposure to resources for continued growth.
- **Sigma Lambda Gamma** promotes standards of self-excellence in morality, ethics, and education. Efforts made are to better serve the needs of others.

Women's Resource Center

SCC 148 (310) 243-2486

<http://www4.csudh.edu/wrc>

Founded in the 1970s and reopened in 2014, the WRC provides a safe space for women to discuss and explore the issues that affect them and their communities. The WRC supports students as they reach toward their personal, academic, and professional success. The WRC also connects the campus and community to a wide range of resources, programs, events, and opportunities designed to empower and celebrate women of all ages and backgrounds.

The Women's Resource Center (WRC) fosters an environment of inclusion and equity with programs aimed at diminishing sexism, racism, heterosexism, ageism, ableism, classism, and other forms of oppression.

The Women's Resource Center (WRC) provides a dedicated, safe and welcoming space where the campus community has access to a wide range of programs and services including:

- Comfortable meeting area for group discussions and one-on-one meetings

- Crisis intervention, referrals and resources
- Co-curricular activities, events, and workshops that enrich the university experience
- Quiet study area, desks, and computers for in-between-class work or breaks
- Books and bulletin boards with information and announcements
- Volunteer and internships opportunities
- Space available for use by campus clubs and organizations
- Break room with small refrigerator and microwave
- Private lactation room for nursing mothers

While the WRC is focused on women students and women's issues, we are open to the entire campus community including students, faculty, staff, administrators and community members.

CAMPUS SERVICES

Admissions, Records and Registration

WH C-290 (310) 243-3645

The Office of Admissions is responsible for establishing student records for all applicants to the University, the preparation of reports related to eligibility and appropriate transfer credit, correspondence and in-person communication about admission requirements and file completion, and residency for tuition purposes.

The Office of Records and Registration is responsible for the maintenance of all current and historical student records, registration and schedule adjustment, transcript services, graduation evaluation and certification, grade processing and changing, student enrollment certification, Veterans certification, and changes in student demographic information.

Information regarding student retention and graduation rates at CSU Dominguez Hills 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 University Registrar, Office of Records and Registration. 1000 E. Victoria St. Carson, CA 90747. (310) 243-3645.

Advisement Center

WH A-220 (310) 243-3538

The University Advisement Center provides academic advising for new freshmen, undeclared majors, admission exceptions (special admits), and facilitates requests for exceptions in the General Education Program. Academic advising is a process that helps students clarify educational objectives, goals and choices. Academic advising assists students in achieving their potential by helping them understand themselves, use University resources, and explore career choices.

Students who have declared a major generally receive advising in their major department. However, the Advisement Center is open to all students who have concerns about academic regulations or procedures, remediation requirements, graduation requirements, community college course equivalencies, concurrent enrollment and other topics. Specialized assistance for students on academic probation and subject to disqualification is provided.

University Advisement Center advisors want all students to make optimal use of the excellent and varied educational resources on campus. Therefore, for unresolved advising questions, concerns, or problems, call or visit the Center where advisors will provide assistance or appropriate referrals.

Alumni Programs, Office of

WH C-490 (310) 243-2237

www.csudh.edu/alumni

The CSU Dominguez Hills Office of Alumni Programs seeks to advance the welfare of the University, to promote common interests of its students and its alumni, and to serve as liaison with the University, alumni and the community. The Office of Alumni Programs sponsors a

number of activities during the year, provides benefits to alumni, and presents and supports the mission of the University.

Today, the alumni of the University number over 87,000 and are found throughout the world. To keep advised of the varied alumni activities, programs and events, alumni are urged to keep a current address on file in the Office of Alumni Programs.

Alumni receive borrowing privileges at the University Library and notification of a wide variety of academic, athletic and cultural programs which give alumni an opportunity to participate in many University events throughout the year.

The Alumni help support the Annual Fund, which provides financial assistance for student scholarships and various University activities. Through these efforts, funds are also provided for alumni, student and staff professional development activities.

Art Gallery

LCH A-107

(310) 243-3334 or (310) 243-3855

The University Art Gallery supports and enhances the Art Department instructional program while giving students from all disciplines a valuable opportunity to explore and experience contemporary and historical works of art from many cultures. The over 2,000 square foot gallery can accommodate paintings and large sculptures by artists of local and national reputation. There are ten exhibitions a year, the last two being multimedia shows of works by CSU Dominguez Hills seniors. The gallery also is often used as a forum for student art critique classes, discussions with artists, and provides an opportunity for students and interns to participate in gallery installations and management.

Career Center

WH D-360 (310) 243-3625

The Career Center offers assistance to students seeking to determine and match their academic studies, skills, interests, and abilities with a potential career path. The Career Center provides individual career counseling appointments, 15-minute “drop-ins,” and interactive workshops throughout the year. In addition, students are offered a wide variety of resources in the Career Center Library and on the Career Center’s webpage (www.csudh.edu/careercenter) that support career development and career planning.

Each year the Career Center plans a variety of events such as career panel presentations, employer information sessions, and large job & internship fairs that connect students with employers.

The Career Center assists students who are seeking employment and/or work experience by listing opportunities for full-time and part-time positions, internships, and on-campus student assistant/work study positions on ToroJobs (www.csudh.edu/careercenter).

Information about preparing to apply to graduate and professional schools is also available through the Career Center. A series of informational workshops and events focused on choosing

and applying for graduate school, graduate school test preparation, and a graduate school fair are scheduled each year.

Details about all programs and services are posted on the Career Center webpage (www.csudh.edu/careercenter). Students are advised to check the webpage frequently for new and updated information. Career Center programs and services are free to currently registered students of the University. Appointments with counselors should be scheduled through ToroJobs at least a week in advance due to heavy demand for services.

Child Development Center

**North End, Parking Lot 1, Room 101
(310) 243-1015**

The Child Development Center (CDC) is owned and administrated by Associated Students, Inc. and is located on the East side of the Birch Knoll drive entrance to the campus adjacent to Parking Lot 1. It is a public, non-profit organization, licensed by the California Department of Education and California Department of Social Services, Community Licensing Division.

CDC provides a comprehensive educational and developmental program for children 2 years 9 months to 5 years old (Fall and Spring Session) 2 years 9 months to 10 years old (Summer Session): CDC offers parent education and involvement, observation/practicum training opportunity for university students.

We provide an environment that meets the developmental needs of the individual learner. Planned learning activities are provided in art, music and movement, dramatic play, reading and writing readiness, language development, mathematics, science, cooking, and multicultural awareness and appreciation. A variety of developmentally appropriate activities help children develop physical, cognitive, social emotional, and safe/healthy.

Center for Service Learning, Internships, & Civic Engagement

SCC 300 (310) 243-2438

The Center for Service Learning, Internships, & Civic Engagement (SLICE) assists students, faculty, and staff with experiential learning opportunities, community-based participatory research, and community engagement opportunities. SLICE is committed to helping foster an awareness of civic responsibility to address the needs of our local and global communities. The Center develops and maintains community partnerships to promote internship and volunteer placements and currently houses the JusticeCorps and Jumpstart programs.

Also housed in SLICE is the American Indian Institute. The American Indian Institute provides outreach and academic support for Native American students and fosters mutual understanding and respect among Indian and non-Indian people. The Institute houses the American Indian Initiative (AII). AII's mission is to promote education, health, culture, and social justice in the American Indian Community.

Desert Studies Consortium

**California State University Fullerton Department of Biology
McCarthy Hall 236B
(714) 773-2428**

The California Desert Studies Consortium consists of seven California State University campuses including Dominguez Hills, Fullerton, Long Beach, Los Angeles, Northridge, Pomona and San Bernardino. The primary objectives of this consortium are to promote and provide physical and academic support for undergraduate educational programs in a variety of disciplines and to better understand and manage the physical and biological aspects of desert environments. The CSU Desert Studies Center provides living and laboratory space for over 100 undergraduates at Soda Springs in the Mojave Desert, a location central to all high desert study areas.

Dining Services

Loker Student Union (310) 243-3814

Campus Dining Services are available in the Loker Student Union building located in the center of campus. Hours of operation vary from restaurant concepts between the hours of 7:30 am – 7:30 pm Monday through Thursday and 8:00 am – 2:00 pm on Friday and Saturday during the academic year. Hours vary during special breaks, holiday and summer sessions. Our food retail operations include: Jamba Juice, Tully's Coffee, Subway, A&W-Taco Bell, Panda Express (Chinese), Johnnies New York Style Pizza, Toro Takeout and Green Mountain Coffee (Library).

Complementing our retail operations in the Loker Student Union is 1910 Café & Lounge (waiter service) designed for entertaining and socializing in a restaurant environment (open to Students, Faculty and Staff) 11:30 am – 2:00 pm (Lunch) Monday – Thursday and starting Fall 2014 4pm – 8:30pm Monday – Thursday for Tapas, Wine and Music. Also located in the student union is DH Sports Lounge, open 11:00am – 9:00pm Monday- Thursday and 11:00 am – 2:00 pm on Fridays. DH Sports provides satellite LCD TV's, a variety of entertainment, outside patio, full service menu, beer, wine and specialty drinks.

DH Catering (dhcatering@csudh.edu) is available year round with the full service expertise for catering groups from 1 to 1000. View our variety of menus on line at CSUDH.edu website. The combined professionalism of a full service caterer with a first class facility allows for a memorable experience, whether for meetings, wedding receptions, quinceañeras, retirements or family reunions. Please contact our catering offices at (310) 243-3814. CSU Dominguez Hills Foundation has exclusive rights to catering on campus.

Concessions and Events are available through our DH Catering Department and provide a variety of opportunities to have events on campus.

Vending Services are located throughout campus, providing beverages, snacks and hot and cold food options when you are in a hurry or other services are not available. Primary vending locations include kiosks at SCC, LIB, and SAC 2 with multiple locations in every building.

Grab and Go 1 & 2 (Convenience Stores) are located in Welch Hall (WH) and in the Social and Behavioral Sciences (SBS) buildings. Both stores provide a variety of beverages, snacks, quick deli items, microwavable and sundry selections. Grab & Go 1 located in Welch Hall also

provides coffee service. Please see each store for operating hours that may vary depending on the time of year.

Educational Opportunity Program

WH D-350 (310) 243-3632

The Educational Opportunity Program (EOP) is an alternate admission program that recruits and admits those students who may not meet the standard admissions requirements of the University, but who display the potential to succeed in the University. EOP facilitates the enrollment and academic success of both the educationally and economically disadvantaged. An application deadline exists for the Fall semester of each academic year. New students and EOP transfer students from other California State Universities must file an application for admission by December 19.

Acceptance into the program is based upon an evaluation of the student's past educational experience, completion of EOP admissions packet (which may be used at all campuses within the CSU) and a personal interview. Once admitted into EOP, students are provided with support services such as academic advisement, counseling and financial aid advisement to maximize their potential success.

Prospective students who do not meet standard admissions requirements are urged to apply for admission through the Educational Opportunity Program, and to contact the EOP Office on campus to confirm the admission deadlines for each semester.

Former EOP students at CSU Dominguez Hills must apply directly to the EOP Office for undergraduate readmission. This procedure is necessary to ensure that admission, as well as financial assistance is rendered to the student in a timely manner. Fall deadline for former EOP students is June 1 and spring semester deadline is November 1.

Enrollment Management and Student Affairs

WH A-410 (310) 243-3784

The division of Enrollment Management and Student Affairs (EMSA) is responsible for the recruitment, admission, registration, and the recording of education processes of students. In addition, the division is responsible for services and programs that enhance the quality of campus life. The following units and programs operate through the division of EMSA: Admissions, Athletics, Disabled Student Services, Educational Opportunity Program, Upward Bound, Student Support Services, Financial Aid, Student Health and Psychological Services, International Student Services, Loker Student Union, Multicultural Center, New Student Orientation, Outreach and Information Services, Records and Registration, Student Activities, Student Development, Counseling, Career Employment Services, Student Enrollment Services, Student Life, University Student Housing and Veteran's Affairs.

Graduate Studies Office

WH D-445 (310) 243-3693

The Graduate Studies office provides initial information for new graduate students. Information and applications for the Graduate Equity Fellowship program, the Forgivable Loan Program, the California Pre-Doctoral Program, and other fellowships are also available.

Health Center

SHC A-129 (310) 243-3629

The Student Health and Psychological Services unit includes student health services and psychological counseling services. The unit provides an integrated approach for services designed to meet both the physical and emotional health needs of students.

Student Health Insurance

The Office of the Associated Students, Inc. makes available a supplementary health insurance plan for students. The insurance plan provides benefits toward hospital and surgical expenses. Information concerning the medical insurance plan is available through the Office of the Associated Students, Inc. and the Student Health Center.

Student Health Services

The Student Health Center assists students in maintaining good health to successfully participate in the educational program of the campus. Health services available include outpatient diagnosis and treatment of illnesses and injuries, X-ray and clinical laboratory services, health education and consultation. The Center has its own licensed pharmacy where students may get prescriptions filled and purchase over-the-counter items as well. Referral to community health facilities is made for major illnesses or accidents beyond the scope of the Student Health Center.

The CSU system requires all new students born after January 1, 1957 either to submit proof of immunity to measles and rubella or to be immunized against these diseases. Students can get a combined measles/rubella vaccination free of charge at the Student Health Center. Also, while not required, the American College Health Association currently encourages college students to obtain a second dose of the measles/rubella vaccine in addition to the one obtained in childhood.

The CSU requires all new students age 18 and under either to submit proof of immunization against Hepatitis B, or to be immunized against this disease. Students in this age group can receive the vaccine at the Student Health Center, free of charge.

Student Psychological Counseling Services

SHC A-141 (310) 243-3818

The Student Health and Psychological Services unit invites students who are experiencing any type of personal or interpersonal problem to participate in a counseling experience. This may include, but is not limited to, difficulties such as anxiety, depression, identity confusion, marital or family conflicts, drug and alcohol abuse, rehabilitation programs or concerns about social relationships. The overall goal is to work with each student individually so that their personal growth leads to the realization of successful college experiences. Information concerning the prevention of drug and alcohol abuse and rehabilitation programs may be obtained from Student Health & Psychological Services.

Students are encouraged to seek counseling for maximizing their own growth potential and they may involve themselves in both individual and group counseling experiences. Professionally trained counseling psychologists are available to work with students or to make appropriate referrals when indicated. These counseling psychologists have several orientations, although the general counseling approach is geared toward the individual student. Students seen individually are encouraged to set up realizable goals that can be explored within short term counseling. Students participating in groups are not limited to a set number of sessions, but are encouraged to set up realizable goals that can be pursued through involvement in group counseling. Also see "Psychological Counseling" under the Career Center section.

Division of Information Technology WH B-370 (IT Help Desk)

(310) 243-2500

<https://csudh.service-now.com>

The Division of Information Technology led by the Office of the Vice President and Chief Information Officer provides leadership and support solutions that improve the teaching, learning, research, and administrative environment of the University.

The Vice President/CIO provides overall management of the IT Division, which is comprised of six areas:

- Academic Technology
- Enterprise Applications
- Information Security (ISO)
- Infrastructure & Production Services
- User Services
- Service & Financial Management

ACADEMIC TECHNOLOGY

Provides instructional design; media conversion, production, and distribution; web design for faculty; and audio-visual and technology support for instructional programs.

ENTERPRISE APPLICATIONS

Responsible for the installation, customization, and support of administrative computing applications, such as PeopleSoft suites, MyCSUDH portal, and the iToros mobile app.

INFORMATION SECURITY OFFICE (ISO)

Supports the central mission of the University by assuring confidentiality, integrity, and availability of its information and information systems. The ISO is responsible for the security of all protected information collected, used, maintained, or released by the University as well as assuring campus compliance with federal, state, California State University (CSU), and CSUDH information security mandates.

USER SERVICES

Delivers technical support to faculty, staff, and students. Desktop services are offered to faculty and staff for technical support of state-owned desktop and laptop computers, mobile devices, various hardware and software needs, and remote access issues.

INFRASTRUCTURE & PRODUCTION SERVICES

Responsible for the operation, design, installation, security, and maintenance of the campus data network, including connections to the university's network backbone (wired, wireless, VPN, etc.)

SERVICE & FINANCIAL MANAGEMENT

Ensures continuity of the technology services portfolio from implementation to retirement; ensures financial sustainability of technology portfolio; and ensures the awareness, exposure, and communication of services across the enterprise. Coordinates collaboration between the campus community and the CSU on information technology projects and initiatives as well as technical training on new and supported IT related products and services.

International Education Programs

SCC 136-A (310) 243-3919

www.csudh.edu/iec IEC@csudh.edu

Information on international study is available at the International Education Center (IEC) located in the Small College Complex. Students can select from a variety of study abroad programs offered for a semester, summer or academic year. IEC staff assists students application to international programs and provide support services for inbound exchange students.

Academic Year Programs

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

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

- **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)
- **Denmark** Danish Institute for Study Abroad (international education affiliate of the University of Copenhagen)

- **France** Institut Catholique de Paris, Université d'Aix-Marseille (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** University of Haifa
- **Italy** CSU Study Center (Florence), Università degli Studi di Firenze, Accademia di Belle Arti Firenze
- **Japan** Waseda University (Tokyo)
- **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, Universidad de Jaén
- **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 tuition and administrative costs abroad 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 CSU 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 or courses 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 and must fulfill all coursework 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.

Semester and Summer Programs

CSUDH is also an associate member of University Studies Abroad Consortium (USAC), offering semester and summer programs as well as academic year programs in Australia, Chile, China, Costa Rica, Czech Republic, Denmark, England, France, Ghana, Ireland, Israel, Italy, Japan, Malta, New Zealand, Norway, Scotland, Spain, Sweden and Thailand . Programs are available in a number of academic disciplines, including language and cultural studies, business and management, social sciences, humanities, and sciences. Students must possess a cumulative grade point average of 2.50. Applications and information may be obtained from the International Education Center, SCC 136 A, (310) 243-3919.

International Emphasis

One of the major goals of CSU Dominguez Hills is to give all students the opportunity to better understand the effects of world affairs in relation to both the individual and society. Accordingly, the University includes a Global Perspectives requirement in the General Studies program. Many international and foreign language courses are also provided. Special academic concentrations are available in international business and international politics for students who intend to specialize their studies in international education.

The University sponsors seminars, discussions and films on important international situations and events. Working together to sponsor various activities on campus is an International Center with a director of international programs; an International Education Committee composed of faculty, administrators, students and community members. The University is working with community members to develop loan and scholarship funds for students who wish to study in a foreign country.

International Student Services

LSU 110 (310) 243-2519
www.csudh.edu/isso

International Student Services is located within the Multicultural Center in room 110 of the Loker Student Union. Office hours are 8:00 a.m.-5:00 p.m., Monday-Friday. International Student Services provides information, advising, advocacy and programming to help international students integrate into the Dominguez Hills community while achieving their educational and personal goals. Currently enrolled international students are invited to visit us onsite or call us to arrange a scheduled appointment.

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 the Vice President of Student Affairs, (310) 3784-243.

Library

LIB 2nd Floor Entrance

(310) 243-3715 (Information Desk)

(310) 243-3586 (Reference Desk)

The University Library, housed on the five floors of the Leo F. Cain Educational Resources Center (ERC), serves the needs of students, faculty and staff with a faculty of ten librarians and support staff. The collection includes over 638,000 volumes as well as more than 26,000 periodical titles available in print and electronic formats. With the exception of archival and reserve materials, all library materials are arranged on open shelves to facilitate maximum use of the collection and to encourage browsing or study in any field of interest. A mutual use agreement covering all of the California State University libraries enables Dominguez Hills students to borrow materials from any of the 23 libraries within the CSU system with a current Dominguez Hills ID card.

Library faculty at the Reference Desk offer assistance and instruction in the use of print and electronic library resources as well as delivering subject-oriented lectures and demonstrations to classes upon request. Microcomputer workstations in the Reference area provide free electronic access to over 100 bibliographic, statistical, and full-text databases in the humanities and social sciences, business, education, medicine, psychology, public affairs, science and current news and events. The Library website at <http://library.csudh.edu> provides links to the online public access catalog, Internet resources and University services as well as a comprehensive guide to Library collections and online databases. These databases are also available from off-campus to currently registered students, faculty, and university staff.

The Donald R. & Beverly J. Gerth Archives and Special Collections Department manages the University's archives, as well as the Local History Collection, digitized historic photographs, and other rare or unique materials. The Board of Trustees has designated this department as the official repository for the California State University System.

Loker Student Union (LSU)

The Donald P. and Katherine B. Loker Student Union, Inc.

(310) 243-3854

The Donald P. and Katherine B. Loker Student Union (LSU) provides a dynamic educational, social, recreational and cultural environment for the campus community. The LSU facilities, programs and services enhance the university community and contribute to the out-of-the-classroom experience. The LSU programming department provides an engaging social environment to students through a diverse array of educational and entertaining programs, along with creating a joyful experience for all students.

The facility houses the bookstore, banking services, ToroZone (gameroom), reservable meeting rooms and elegant ballroom, a food court, 1910 Café and Lounge, DH Sports Lounge, student life departments office, discounted amusement park tickets and an outdoor performance patio. For more information, call (310) 243-3559 or visit our website at <http://lsucsdh.org/>.

McNair Scholars Program

LIB 4516 (310) 243-2098

The McNair Scholars Program is a federally funded program designed to increase the number of first-generation, low-income and/or underrepresented minority (i.e. African American, Hispanic, and Native American) students who complete advanced degrees in all disciplines. This program is funded by the United States Department of Education for five years.

The McNair Scholars program is open to CSUDH sophomores, juniors and seniors with a GPA of 3.0 or above. Students must be committed to continuing their education with the goal of achieving a doctoral degree. Eligible students will also be first-generation and low-income or underrepresented minority, U.S. citizens or permanent residents, and enrolled in a undergraduate degree program at CSUDH.

The program provides a summer research experience, a research methodology course, workshops on entering, applying to and financing graduate school, GRE preparation, faculty mentors, and educational planning and support. In addition, the program provides supplementary support through a summer research stipend, travel to conferences, travel to research institutions, and a student study lounge.

Students are encouraged to visit the McNair Scholars Office or the McNair website at www.csudh.edu/mcnair to obtain more information and applications. Applications are due in the fall of each academic year.

Outreach and School Relations

WH B-240 (310) 243-3696

The office of Outreach and School Relations is committed to assisting students achieve their academic goals. Our office is the primary recruitment and guest relations office for CSUDH. As such, our office consists of the following:

- Early Assessment Program (EAP) training and strategic activities designed to increase the number of California high school graduates who enter the CSU fully prepared to begin college-level study and the number of certified teachers.
- Visitor's Information Center located at Welch Hall 245 assists prospective students and their families, current students and community members by providing essential and centralized information regarding campus deadlines and activities. The center also provides prospective student publications and has 2 computers available for prospective students to use when applying to CSUDH.
- Recruitment & Outreach services include CSUDH admission high school and community college visits, college fair participation and events for prospective students and their families. Pre-admission advising is also available.
- Campus Tours are provided for individuals, groups and self-guided tours are also available. , Our friendly and knowledgeable tour guides introduce you to our points of pride, student life, athletics and more.
- New Student Orientation (NSO) is a great introduction to CSUDH and an essential part of student's success on campus. NSO is mandatory for Freshman and Transfers. Students

will be connected to the information and resources needed to start strong, including: academic advising, financial literacy, career services and campus student organizations.

Police, California State University

WH B-100 (310) 243-3639

Emergency: 911 from any Campus phone or 310-243-3333 from a cell phone (cell phone 911 will generally connect to the CHP depending on the provider used for service) or push the talk button on the red emergency call towers located on Campus.

The California State University Police is a service-oriented campus agency that provides assistance to the campus community. The Department is responsible for all law enforcement activities. This includes foot and vehicle patrol, criminal investigations, recovery of property and apprehension of violators.

Crime Prevention programs are offered throughout the school year. These encompass a wide-variety of safety related topics. New programs can be developed to fulfill any specific need or concern.

The department provides traffic control, parking enforcement, lost and found, information booth, and public fingerprinting. The Student Patrol are students employed by the Police Department to monitor our parking lots and provide escorts to and from vehicles parked in the University lots from 6:00 to 11:00 p.m., Monday through Thursday. The service is available during all other times by contacting the department directly and an officer will respond.

Campus maps, general information and parking pamphlets are available from the Information Booth. Guest parking permits are available if prior arrangements have been made with the department's parking office.

University Police Officers are State Peace Officers who are trained and certified by the California Commission on Peace Officer Standards and Training. Their duties include the enforcement of federal, state, county and municipal laws as well as University regulations.

The Department prepares and submits a monthly Uniform Crime Report to the California Department of Justice. The Department also enters reported stolen vehicles and property with serial numbers into the National Crime Information Center, allowing for recovery throughout the United States.

All students, staff, and faculty are encouraged to contact any member of the department regarding any problems pertaining to law enforcement or issues. The California State University Police are open 24 hours a day, year-round.

California State University, Dominguez Hills' annual security report includes statistics for the previous three years concerning reported crimes that occurred on campus, in certain off campus buildings, on public property immediately adjacent to and accessible from the campus, and within the City of Carson. The report also includes institutional policies concerning campus security such as policies concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault and other matters. Information concerning CSU Dominguez Hills annual campus security report and annual fire safety report may be obtained from the University Police,

1000 E. Victoria St. Carson, CA 90747. (310) 243-3639 or by accessing the following website, www.csudh.edu/dhpd.

Promoting Excellence in Graduate Studies (PEGS)

LIB 4579 (research inquiries): 310-243-2700

LIB 3524 (tutorial offices): 310-243-3725

Website: gwie4grads.org

Email: gwie@csudh.edu

Established in 2014, PEGS' GWIE is a graduate writing center dedicated to serving the entire campus community by offering programs and services that promote academic excellence with graduate-level reading, writing, and research.

Students are invited to visit us early in the semester.

Our programs and services are designed to enhance students' critical thinking and communication skills as well as provide unique empowerment opportunities for academic discovery and life-long learning:

- **Workshop Presentations & Seminar Sessions**

PEGS' GWIE programs & services include academic workshops and seminars covering a range of topics pertaining to graduate-level research, as well as the writing process. In-class presentations are also available upon faculty request.*

- **Writing Consultations**

GWIE's Writing Consultations involve one-on-one tutorials and are designed to help students improve their research and writing skills. Students may schedule a writing consultation in advance via telephone or on-line: <https://csudh.mywconline.com/>.

- **Graduate Pathways**

The Graduate Pathways program prepares students to apply for graduate or post-graduate programs. Students receive coaching, guidance and support as they a) research and select prospective programs, b) write personal statements and admissions essays, c) apply for funding through scholarships, fellowships, and grants, and d) update their resumes and CVs.*

- **Travel Award Scholarships**

Individual-Student Travel Awards and Faculty-Student Collaborative Awards promote academic development and scholarly achievement by funding conference travel.*

- **Research Assistantships**

Research Assistantships fund faculty-student collaborative research projects, culminating in a co-authored scholarly publication. Student stipends available for those who qualify.*

- **Student Research Day (SRD) Support**

This program supports faculty and students participating in CSUDH's Annual *Student Research Day*, and includes Boot Camps, academic intensives, small-group study sessions, and one-on-one research and writing consultations.

- **New Student Orientations (NSOs)**

Specialized presentations are available for both undergraduate and graduate New Student Orientations.*

- **Website**

The GWIE website <http://gwie4grads.org> provides students and faculty with updated information about its programs and services as well as remote access to peer-reviewed, academic resources. Students can also register for writing consultations, sign-up for workshops, and apply for funding opportunities.

*Please visit the GWIE website or contact PEGS' GWIE for additional details and information.

Research and Funded Projects (ORFP), Office of

**WH D-445
(310) 243-3756**

The Office of Research and Funded Projects assists faculty with the identification of external funding sources for research and training projects and facilitates the preparation and submission of proposals. It also coordinates internal faculty award programs. The office coordinates the work of the Institutional Review Board that reviews proposals to use human subjects in research and oversees other areas of regulatory compliance associated with research activities. The office is part of the Division of Academic Affairs and reports to the Provost/Vice President through the Associate Vice President for Research.

Additional details related to the services, staff, and activities of the office are available on the web at: <http://www4.csudh.edu/gsr/research/>

Reserve Officers' Training Corps (ROTC)

U.S. Army Reserve Officers' Training Corps (AROTC)

The U.S. Army Reserve Officers' Training Corp (AROTC) program at CSUDH offers leadership and management training to students interested in pursuing a career as an officer in the U.S. Army, Army Reserves, or Army National Guard. AROTC offers qualified students, two, three, and four year scholarships which lead to a commission as an Army Second Lieutenant. ROTC classes are conducted at CSUDH. For additional information, contact the Department of Military Science, CSUDH, at (310) 243-3002.

U.S. Air Force Reserve Officers' Training Corps (AFROTC)

Air Force Officer Training Corps (AFROTC) educates and trains highly qualified undergraduate and graduate students for commissioning as officers in the United States Air Force. AFROTC offers a variety of two, three, and four year scholarships, many of which pay the full cost of college tuition, books and administrative fees. Students attending CSUDH can take AFROTC at any one of the host detachment locations, Loyola Marymount University (LMU), the University of Southern California (USC) or the University of California, Los Angeles (UCLA). Additional information can be found via the internet at www.afrotc.com.

Student DisAbility Resource Center

WH 180 (310) 243-3660

The purpose of the Student DisAbility Resource Center program is to make all of the University's educational, cultural, social and physical facilities and programs available to students with disabilities. Students with verified disabilities, which are permanent or temporary are eligible for a variety of support services from the Student DisAbility Resource Center. Information regarding academic accommodations and services available to students with disabilities may be obtained from the director of the Student DisAbility Resource Center, 1000 E. Victoria St. Carson, CA 90747. (310) 243-3660 (voice) or (310) 243-2028 (TDD). Access to campus, classroom and facilities are highly accessible. Disabled parking is available close to buildings.

- **Admission Assistance:** Students with disabilities are encouraged to contact the office before applying for admission to obtain general information, assistance with reading and/or filling out forms, and to discuss special needs.
- **Assistive Technology:** Students will have access to assistive technological devices such as Dragon, Kurzweil, ZoomText, electronic books, etc.
- **Academic Accommodations:** Accommodations such as extra time on examinations, alternate site, use of tape recorder and note taker are some of our most common accommodations requested by our students. This is not a definitive list of accommodations. The purpose of accommodations are to help "level the playing field" and is not intended to give unfair advantage to students.
- **Diagnostic Assessment Services and Support:** Diagnostic assessment of specific learning disabilities and the provision of the appropriate support services are available to qualified students. Support services may include use of assistive technology, course substitution, use of auxiliary services (including tutoring) and disability management advising.
- **CSUDH Parking Fee Waiver:** Students who have a DMV disability placard and provide proof of low-income are qualified for a permit waiver for disability parking.
- **Disability Management Advising:** Advising is available to the student who wishes to explore increasing independence, improving communication with faculty, and support

through counseling. In addition to individual consultation, students may receive guidance on time management and academic support.

- **Housing:** On-campus student apartments have 18 wheelchair accessible units, which have lowered kitchen counters, roll-in showers and other features.
- **Information and Referral:** The office provides general information and assistance in problem solving. Students routinely encounter difficulties not necessarily related to disability, and the office maintains close relationships with offices on and off campus that can provide special services, including personal and career counseling, job seeking skills training, financial aid and more.

In summary, the Student DisAbility Resource Center is committed to the student with a disability and to the student's right to an equal educational experience. The major focus is on the individual needs of the student. The goal is for the student with a disability to utilize the services provided to maximize independence and full integration into university life. The program serves as a centralized source of information for students with disabilities in the enhancement of their academic, career and personal development.

Student Support Services Program (SSS)

EAC 300 (310) 243-2816

Student Support Services Program (SSS) is located in the East Academic Complex, building 300. The SSS program selects 160 low income, first generation or disabled CSUDH students who demonstrate a need for supplemental services including tutoring, advisement, cultural field trips and comprehensive education plans known as STEPs. Tutoring takes place on a drop-in basis in the SSS office. The program has computers available for student use in EAC 300. For more information please contact the SSS office at (310) 243-2816.

Testing Office

WH A-210 (310) 243-3909

The Testing Office coordinates a variety of tests that are administered at various times throughout the year. Registration information and/or materials for the following nationally administered tests can be obtained from the Testing Office, WH A-210: ACT, CBEST, CSET, GMAT, LSAT, SAT I, SAT II, SSAT, MCAT, PRAXIS, TOEFL (Test of English as a Foreign Language), MCAS, VCAT, PCAT, Moller Analogies Test, RICA, CLAD/BCLAD, DATP, OATP, GRE (General and Subjects tests), EPT, ELM, and GWE.

In addition, the Testing Office administers the following tests:

- English Placement Test (EPT)
- Entry Level Mathematics Test (ELM)
- Graduation Writing Examination (GWE)
- GRE Subject Exams

- SAT I and SAT II
- PRAXIS

Candidates can register for the EPT/ELM online at www.ets.org/csu. Registration for the on-campus GWE is online only at www.csudh.edu/testing. Registration information for CBEST, CSET, EPT, ELM, GRE, ACT, SAT I, and SAT II is also available at the Information Center, WH D-245.

Toro Learning Center

LIB 5705 (310) 243-3827

The Toro Learning Center is CSUDH's tutoring center. We offer free peer tutoring services to current CSUDH students. Call or visit the center and have your validated CSUDH Student ID Card with you when you are ready to schedule a session or want to gain access to our facilities. Students can schedule one session per day, per subject by contacting the center. Same day sessions can be scheduled when openings are available, but scheduling earlier is strongly recommended. All sessions are held on campus during center hours. For more information about our services, please contact us by phone at 310-243-3827 or visit the center.

University Bookstore

Loker Student Union (310) 243-3829

Your University Bookstore is the resource on campus for students, faculty, and staff to acquire all required course materials and supplies. We carry a wide selection of general and value-priced books, popular magazines, greeting cards, Toro apparel and gifts, snacks, juice, soft drinks and health and beauty to accommodate the needs of our campus community.

Bookstore hours of operation are available online at csudhshop.com or facebook.com/csudhbookstore.

- **Rent-A-Text: For Rent!** Hundreds of textbooks are now available for rent. Learn more or find out if your course materials are rental eligible by visiting csudhshop.com.
- **Sell your text books everyday!** The best time is during the week of finals! Get the most cash when you sell a book that will be used again in the next semester. All titles are subject to condition and national demand.
- **Course materials and Toro merchandise** is available to purchase online for convenient pick-up or delivery! Please visit our website: csudhshop.com.
- **Gift cards** are available at the bookstore in any denomination and can be purchased at the registers or online for your convenience.
- **Over 6,000 software titles** are available for sale on our website at csudhshop.com and are educationally discounted up to 80%.

- You must present your receipt for any exchange or refund. New text purchases do not write in or soil your book if you plan to exchange it. We reserve the right to pass judgment on the condition of returned items. Defective new books will be replaced at once.
- A full refund will be given on textbooks for a one-week period beginning the first day of the term. To see our full refund policy please visit csudhshop.com

Veterans' Student Programs

LIB 3941 (310) 243-3643

The Office of Veterans' Student Programs provides a wide variety of services and programs to assist veterans and their dependents in reaching their educational and career goals. Services include pre-admission advisement, community referral services, veteran's benefit counseling, information on legislation affecting veterans, special admission information and a tutorial assistance program for veterans experiencing academic problems. The VA Work Study Program is available for veteran students in need of part-time employment to continue their education.

THE FACULTY

A

Yann Abdourazakou (2015)
Associate Professor of Management and Marketing

Adriana Aldana (2015)
Assistant Professor of Social Work

Terri Ares (2015)
Assistant Professor of Nursing

Hugo Asencio (2013)
Assistant Professor of Public Administration
B.A., 2007, M.A., 2008, Ph.D., 2012, Auburn University.

Maria Avila (2014)
Assistant Professor of Social Work
B.A., 1984, M.A., 1987, University of Chicago; Ph.D., 2012, National University.

B

Jacqueline Barab
Associate Professor of Mathematics

Kelli Y. Beard (2001)
Professor of Special Education
B.A., 1990, California State University, Long Beach; M.A., 1995, Pepperdine University; Ph.D., 1998, University of Oregon.

Mohsen Beheshti (2003)
Professor of Computer Science
B.S., 1985; M.S., 1986; Ph.D., 1992, University of Louisiana.

Bogdana Belu (2006)
Associate Professor of Philosophy
B.A., 1993, San Diego State University; M.A., 1997, San Francisco State University; Ph.D., 2003, Villanova University.

Corina Benavides Lopez (2013)
Assistant Professor of Chicana/Chicano Studies
B.A., 1996, Ph.D., University of California, Los Angeles; M.A., 2000, Stanford University.

Orie Michael Berezan (2014)
Assistant Professor of Management and Marketing

Shari Berkowitz (2014)
Assistant Professor of Criminal Justice
B.A., 2004, Ph.D., 2010, University of California, Irvine.

Debra Best (2004)
Associate Professor of English
B.A., 1988, Pomona College; M.A., 1991, Ph.D., 2000, University of North Carolina, Chapel Hill.

Antonia Boadi (2015)
Assistant Professor of Physics

Giacomo Bono (2014)
Assistant Professor of Psychology
B.A., 1995, University of California, Santa Cruz; M.A., 1999, Ph.D., 2003, Claremont Graduate University.

Caroline Bordinaro (2004)
Associate Professor of the Library
B.M., 1995, California State University, Long Beach; M.L.I.S., 1997, San Jose State University.

David Bradfield (1982)
Professor of Music; Lyle E. Gibson Dominguez Hills Distinguished Teacher, 1999
B.M., 1976, M.M., 1982, North Texas State University.

Daniel T. Brassell
Professor of Teacher Education

Cornelia Brentano (2007)
Associate Professor, School of Nursing
B.A. 1991, M.A., 1994, Ph.D., 2001, UC Irvine.

William David Brice (2014)
Associate Professor of Management and Marketing
BBA, 1989, MBA, 1996, Ph.D., 2005, University of Hawaii.

Frederic Brulois (1985)
Associate Professor of Mathematics
Bacc., 1967, Lycee Henri-IV; Lic. Maitr., D.E.A., 1971, 1972, 1973, University de Paris-VII; Ph.D., 1981, Stanford University.

Brant Burkey (2014)
Assistant Professor of Communications
B.A., 1993, Sonoma State University; M.S. 1997, Ph.D., 2014, University of Oregon.

Michele Bury (2002)
Professor of Art and Design
B.F.A., 1992, Ecole Charpentier, France ; M.F.A., 2000, University of California, Los Angeles.

Heather Butler (2013)
Assistant Professor of Psychology
B.A., 2003, M.A., 2006, California State University, San Marcos; Ph.D., 2013, Claremont Graduate University.

Theodore Byrne (2005)
Associate Professor of Public Administration
B.A., 1988, Seattle University; M.B.A., 1991, J.D., 1992, Pepperdine University; L.L.M., 2004, Loyola Law School.

C

John C. Calhoun (1995)
Professor of the Library
B.A., 1963, Hendrix College; M.A., 1965, Ph.D., 1976, University of Arkansas, Fayetteville; M.S.L.S., 1977, University of Illinois, Urbana.

Mary Lou Cappel (1985)
Professor of Kinesiology and Recreation; CSU Dominguez Hills Excellence in Service Award, 2013
B.S., 1971, University of Missouri, Columbia; M.S., 1980, University of North Carolina, Chapel Hill; Ph.D., 1988, University of Southern California.

L. Mark Carrier (1998)
Professor of Psychology; CSU Dominguez Hills Outstanding Professor Award, 2011
B.A., 1988, M.A., 1993, Ph.D., 1994, University of California, San Diego.

Carole Casten (1982)
Professor of Kinesiology and Recreation; CSU Dominguez Hills Excellence in Service Award, 2014.
B.A., 1972, M.S., 1975, Purdue University; Ph.D., 1983, University of Southern California.

C. Randolph Cauthen (2005)
Professor of English
B.A., 1983, Pomona College; M.A., 1989, Syracuse University; Ph.D., 1999, University of Louisville.

Kirti Celly (2001)
Professor of Marketing
B.A. 1983, M.A., 1985, University of Bombay; Ph.D., 1992, University of Southern California.

Kathleen Chai (2009)

Associate Professor, School of Nursing

B.A., 1990, M.S., 1993 CSU Dominguez Hills; Ph.D., 2006, Claremont Graduate University.

Wing Nam Joyce Chan (2013)

Assistant Professor of Anthropology

B.A., 2004, Macalester College; M.A., 2007, Louisiana State University; Ph.D., 2011, Ohio State University.

Amlan Catterjee (2015)

Assistant Professor of Computer Science

Marisela Chavez (2005)

Associate Professor of Chicana/o Studies

A.B., 1994, Occidental College; M.A., 1997, Arizona State University; Ph.D., 2004, Stanford University.

Scott Cheatham (2013)

Assistant Professor of Kinesiology and Recreation

B.A., 1997, California State University, Dominguez Hills; DPT, 2004, Chapman University.

Nancy Ann Cheever (2004)

Professor of Communications; Ph.D., 2010, Fielding Graduate University.

B.A., 1994, California State University, Dominguez Hills; M.A., 1999, California State University, Fullerton.

Chi-Wen Chen (2015)

Assistant Professor of Information Systems and Operations Management

Timothy S. Chin (2000)

Professor of English; Lyle E. Gibson Dominguez Hills Distinguished Teacher, 2003

B.A., 1981, State University of New York, Buffalo; M.A., 1986, Ph.D., 1992, University of Michigan, Ann Arbor.

Anne Choi

Associate Professor of Interdisciplinary Studies

Hee Kwang Choi (2004)

Associate Professor of Biology

B.A., 1990, University of Chicago; Ph.D., 2000, Boston University.

Natasa Christodoulidou (2007)

Associate Professor of Management and Marketing

B.S., 1995, M.S., 1997, Arizona State University; M.B.A., 2001, University of Wisconsin, Milwaukee; Ph.D., 2006, University of Nevada, Las Vegas.

Edward Kui-Ming Chu (1984)
Professor of Information Systems
B.A., 1976, University of Wisconsin, Madison; M.B.A., 1980, Roosevelt University; Ph.D.,
1985, University of Southern California.

Helen Chun (2004)
Associate Professor of Biology
B.A., 1993, Smith College; Ph.D., 2002, University of California, Los Angeles.
Ximena Clara Cuicatl Cid (2015)
Assistant Professor of Physics

D

Paula D'Amore (2004)
Associate Professor of Clinical Sciences
B.S., 1970, University of Vermont; M.S., 1976, State University of New York, Buffalo; Ph.D.,
1984, University of California, Los Angeles.

Veronica D' Aquino (2013)
Assistant Professor; Library Reference Department
MLS, 2009, San Jose State University.

John Davis (1999)
Dean of the College of Education and Professor of Teacher Education
B.A., 1986, Howard University, Washington, D.C.; M.A., 1992, California State University,
Dominguez Hills; Ph.D., 1999, University of Southern California.

Ramona Davis (1981)
Professor of Psychology
B.A., 1975, Lincoln University; M.A., 1977, Ph.D., 1980, University of Southern California.

Kara Ann Dellacioppa (2003)
Professor of Sociology
B.A., 1992, M.A., 1997, San Francisco State University; M.A., 1998, Ph.D., 2001, University of
California, Santa Barbara.

William De Luca (1991)
Professor of Theatre Arts
B.S., 1972, M.A., 1974, Villanova University; M.F.A., 1979, Yale University.

Xuefei Deng
Associate Professor of Information Systems and Operations Management

Prakash Dheeriya (1991)
Professor of Accounting, Finance and Economics
B. Commerce, 1982, M.M.S., 1984, University of Bombay; Ph.D., 1987, University of North
Texas.

David Dixon (2015)
Professor of Political Science

Miguel Dominguez (1989)
Professor of Modern Languages; Lyle E. Gibson Dominguez Hills Distinguished Teacher, 1993
B.A., 1970, California State University, Los Angeles; M.A., 1973, Brown University; Ph.D.,
1983, University of California, Los Angeles.

Michael Durand (1990)
Professor of Physics
B.Sc., 1971, M.Eng., 1978, University of Alberta, Edmonton; Ph.D., 1979, Cornell University.

E

Ryan Bowles Eagle (2013)
Assistant Professor of Communications
B.A., 2004, B.A., 2004, University of Southern California; M.A., 2005, University of York;
M.A., 2009, Ph.D., 2011, Ph.D., 2013, University of California, Santa Barbara.

Catherine E. Earl
Professor, School of Nursing

Susan Einbinder (2007)
Associate Professor of Social Work
B.A., 1985, M.S., 1988, Ph.D., 1995, Columbia University.

Kirstin Lynne Ellsworth (2014)
Assistant Professor of Art and Design
B.A., 1991, Butler University; M.A., 1995, M.A., 1999, Ph.D., 2005, Indiana University.

Nancy Erbe (2004)
Professor of Negotiation, Conflict Resolution and Peacebuilding
B.A., 1981, Metropolitan State University; J.D., 1985, University of Minnesota.

Michael Ernst (1998)
Professor of Kinesiology and Recreation
B.A., 1992, California State University, Dominguez Hills; M.S., 1995, University of Wyoming;
Ph.D., 1998, Arizona State University.

Mary C. Esposito (2001)
Professor of Special Education
B.A., 1990, M.E., 1993, Loyola Marymount University; Ph.D., 1999, University of Southern
California

Mohammad Eyadat (2003)
Assistant Professor of Information Systems; CSU Dominguez Hills Excellence in Service
Award, 2009

B.S., 1984, Yarmouk University; M.S., 1994, University of Southern California; M.S., 1997, Ph.D., 2003, Claremont Graduate University.

F

Salim Faraji (2005)

Associate Professor of Africana Studies

B.S.S., 1993, Penn State University; M.A., 2004, Ph.D., 2006, Claremont Graduate University.

Kathleen M. Fawver (2003)

Professor of History; CSU Dominguez Hills Excellence in Service Award, 2010

B.A., 1990, M.A., 1992, Northern Illinois University; Ph.D., 2002, University of California, Riverside.

Farah Lee Fisher (1991)

Professor of Graduate Education; Lyle E. Gibson Dominguez Hills Distinguished Teacher, 1993; CSU Dominguez Hills Outstanding Professor Award, 2000

B.A., 1969, Pacific Lutheran University; M.S., 1979, California State University, Long Beach; Ed.D., 1986, University of Southern California.

Lorna Fitzsimmons (2004)

Professor of Humanities

B.A., 1978, University of Texas at Dallas; M.S., 1980, East Texas State University; M.A., 1986, Ph.D., 1994, University of Texas, Dallas.

Joseph D. Flanagan (2001)

Head Coach, Men's and Women's Soccer

B.S., 1992, California State University, Dominguez Hills.

Leena Furtado (1998)

Professor of Graduate Education

B.A., 1972, B.Ed., 1977, Calcutta University; M.A., 1975, Jadaupur University; Ph.D., 1996, Texas A&M University.

G

Michael Galant (2004)

Professor of Modern Languages

B.S., 1990, M.A., 1993, Ph.D., 1998, University of California, Los Angeles.

Justin Gammage (2014)

Assistant Professor of Africana Studies

B.A., 2003, California State University, Dominguez Hills;

M.A. 2005, Temple University; Ph.D. 2011, Temple University

Kenneth Ganezer (1990)

Professor of Physics; CSU Dominguez Hills Excellence in Research, Scholarship and Creative

Activity Award, 2005.

B.A., 1974, University of California, Berkeley; M.S., 1976, Ph.D., 1983, University of California, Los Angeles.

Janine Lynn Gasco (2001)

Professor of Anthropology; CSU Dominguez Hills Excellence in Research, Scholarship and Creative Activity Award, 2011

B.A., 1977, M.A., 1982, Ph.D., 1987, University of California, Santa Barbara.

Thomas J. Giannotti, Jr. (1990)

Professor of English

B.A., 1976, M.A., 1979, Ph.D., 1985, University of California, Riverside.

Linda Goldman (2015)

Assistant Professor of Nursing

Benito Gomez (2003)

Professor of Modern Languages

B.A., 1990, Alcala de Henares University; B.A., 1995, M.A., 1996, California State University, Dominguez Hills; M.A., 1997, California State University, Long Beach; Ph.D., 2004, University of California, Los Angeles.

Gay Goss (1999)

Professor of Nursing

B.S., 1982, California State University, Stanislaus; M.S.N., 1984, Ph.D., 1995, University of California, San Francisco.

Mekada Graham (2008)

Professor of Social Work

B.A., 1981, Middlesex University; MSW, 1997, Ph.D., 2001, University of Hertfordshire.

Jonathon Grasse (2005)

Associate Professor of Music

B.M., 1985, California State University, Sacramento; M.A., 1995, University of California, Santa Cruz; Ph.D., 1999, University of California, Los Angeles.

Roger Green (2013)

Associate Professor of Nursing

BSN, 1994, Curry College; MSN, 1997, University of Tampa; DNS, 2003, Rush University.

Brian Gregor (2013)

Assistant Professor of Philosophy

B.A., 2003, Trinity Western University; Ph.D., 2009, Boston College.

Mary Groves (2013)
Assistant Professor of Occupational Therapy
B.S., 1993, M.S., 2008, DOT., 2011, Loma Linda University.

H

Kamal Hamdan (2014)
Associate Professor of Teacher Education
B.S., 1984, San Diego State University; M.A., 1994, California State University, Dominguez Hills; Ed.D., 2010, University of Southern California.

Jianchao Han (2002)
Professor of Computer Science
B.Eng., 1985, Harbin Institute of Technology, China ; M.Sc., 1988, Chinese Academy of Science; Ph.D., 2001, University of Waterloo, Canada.

Lee Hancock (2005)
Associate Professor of Kinesiology and Recreation
B.A., 1997, M.S., 2002, Ph.D., 2006, Arizona State University.

Jon Hauss (2002)
Professor of English; Lyle E. Gibson Dominguez Hills Distinguished Teacher, 2009
B.A., 1983, California State University, Fresno; M.A., 1985, Ph.D., 1990, University of Washington.

Rodrick Hay (1996)
Interim Provost and Vice President, Academic Affairs
Professor of Earth Sciences; CSU Dominguez Hills Outstanding Professor Award, 2004
B.S., 1978, Northern Arizona University; M.B.A., 1982, Santa Clara University; M.A., 1991, Ph.D., 1996, University of Arizona, Tucson.

Ivonne Heinze Balcazar (2003)
Associate Professor of Modern Languages
B.A., 1988, M.A., 1991, University of California, Los Angeles; Ph.D., 2003, University of Kansas.

Tiffany Herbert (2004)
Professor and Psychologist, Student Health and Psychological Services
B.A., 1999, Loyola Marymount; M.A., 2002, Ph.D., 2004, California School of Professional Psychology.

Roderick A. Hernandez (2004)
Associate Professor of English
B.A., 1992, University of California, Los Angeles; M.A., 1994, Ph.D., 2001, Stanford University.

James E. Hill (2002)
Professor of Physics
B.S., 1990, State University of New York, Albany; Ph.D., 1995, University of Pennsylvania.

Gilah Hirsch
Professor of Art and Design

David Hoopes (2007)
Professor of Management and Marketing
B.A., 1977, Grinnel College; Ph.D., 1996, University of California, Los Angeles.

Yan-Hua Huang (2007)
Associate Professor of Occupational Therapy
B.S., 1997, Chung-Shan Medical University; M.A., 2001, Ph.D., 2003, University of Southern California.

Maria Hurtado-Ortiz (1999)
Professor of Psychology; Lyle E. Gibson Dominguez Hills Distinguished Teacher, 2008
B.A., 1992, M.A., 1994, Ph.D., 1997, University of California, Riverside.

Kimberly Huth (2014)
Assistant Professor of English
B.A., 2003, Ithaca College; M.A., 2004, Ph.D., 2009, University of Wisconsin, Madison.

Lisa A. Hutton (2002)
Professor of Teacher Education
B.A., 1985, M.Ed., 1986, Ed.D. 2002, University of California, Los Angeles.

Eric J. Hwang (2005)
Associate Professor of Occupational Therapy
B.S., 1994, Chung Shan Medical University; M.S., 1999, Ph.D., 2003, State University of New York, Buffalo.

I

Antonia Issa Lahera (2012)
Associate Professor of Graduate Education
B.A., 1986, California State University, Long Beach; M.A., 1996, United States International University; Ed.D., 2003, University of Southern California

J

Brian Jarrett (2015)
Professor of Negotiation, Conflict Resolution, and Peacebuilding

George A. Jennings (1987)
Professor of Mathematics
A.B., 1975, University of California, Berkeley; Ph.D., 1984, University of California, Los Angeles.

Andrea S. Johnson (2015)
Assistant Professor of History

Cynthia Johnson (1995)
Professor of Nursing; CSU, Dominguez Hills Excellence in Service Award, 2005
B.A., 1974, Marymount Manhattan College; M.S., 1976, Long Island University; Ed.D., 1984, Nova University; M.S., 1995, California State University, Dominguez Hills.

Matthew G. Jones (2002)
Professor of Mathematics
B.S., 1996, M.A., 1997, Ph.D., 2001, University of California, Los Angeles.

K

Patricia L. Kalayjian (2003)
Interim Dean, Undergraduate Studies and Professor of Interdisciplinary Studies
B.A., Pomona College; M.A., 1985, Ph.D., 1991, Duke University.

Jian-Yu Ke (2015)
Assistant Professor of Information Systems and Operations Management

Barbara L. Kennedy (2003)
Professor of Nursing
B.A., 1977, Bethany College; M.A., 1978, Adelphi University; BSN, 1993, Mount St. Mary's College; MSN, 1995, University of California, Los Angeles.

Heather J. Kertyzia (2015)
Assistant Professor of Negotiation, Conflict Resolution and Peacebuilding

James Keville (2007)
Associate Professor of Art and Design
B.A., 1991, M.F.A., 1994, University of California, Los Angeles.

John Keyantash (2002)
Associate Professor of Earth Sciences
B.S., 1992, Oregon State University; M.S., 1997, M.S., 1998, Ph.D., 2001, University of California, Los Angeles.

Keunyeong (Karina) Kim (2015)
Assistant Professor of Communications

Karin E. Kram (2015)
Assistant professor of Biology

Pamela Krochalk (1990)
Professor of Health Sciences
B.A., 1965, California State University, Long Beach; M.A., 1968, Dr. P.H., 1980, University of California, Los Angeles.

Elena Kulikov
Associate Professor of Public Administration
B.A., 1976, M.A., 1976, Moscow Pedagogical Institute, School of History; Ph.D., 1980, Institute of World History, Russian Academy of Sciences; M.A., 1998, Ph.D., 2005, Syracuse University.

Saili S. Kulkarni (2015)
Assistant Professor of Special Education

Megumi Kuwabara (2014)
Assistant Professor of Child Development
B.S., 2004, Ph.D., 2011, Indiana University.

L

Thomas Landefeld (1996)
Professor of Biology
B.A., 1969, Marietta College; M.S., 1971, Ph.D., 1973, University of Wisconsin, Madison.

Michael Laurent (2013)
Associate Professor of Marital and Family Therapy
B.A., 1980, M.S., 1985, California State University, Long Beach; Ph.D., 1997, University of Southern California.

Jane Lee (2013)
Assistant Professor of Anthropology
B.A., 2004, University of California, Irvine; M.A., 2007, Ph.D., 2011, University of Washington.

Donis L. Leonard (2000)
Professor of Theater Arts
B.A., 1990, Prairie View A&M University; M.F.A., 1998, Wayne State University.

Kelin Li (2015)
Assistant Professor of Sociology

Li-Lin Liu (2012)
Associate Professor of Accounting, Finance and Economics
B.A. 1987, Tunghai University; M.S., 1995, California State University, Los Angeles; Ph.D., 2007, Florida International University.

Jose Lopez-Morin (2001)
Professor of Chicano/Chicana Studies
B.A., 1989, California State University, Bakersfield; M.A., 1994, Ph.D., 2001, University of California, Los Angeles.

Sharrell Luckett (2013)
Assistant Professor of Theatre Arts
B.A., 2002, Georgia State University; M.Ed., 2007, Kennesaw State University; Ph.D., 2012, University of Missouri, Columbia.

M

Wei Ma (2004)
Professor of the Library
B.A., 1983, Guangxi University; M.L.S., 1989, Wayne State University.

Janie MacHarg (1969)
Director of Student Health and Psychological Services
B.A., 1967, Scripps College; M.A., 1969, Columbia University; Ph.D., 1975, University of Southern California.

Angela Macias (2015)
Assistant Professor of Liberal Studies

Mitch Maki (2005)
Professor of Social Work
B.S., 1982, University of Southern California; M.S.W., 1984, University of Southern California; Ph.D., 1993, University of Southern California

Richard B. Malamud (1990)
Professor of Accounting, Finance and Economics; Lyle E. Gibson Dominguez Hills
Distinguished Teacher, 2000; CSU Dominguez Hills Outstanding Professor Award, 2014
B.A., 1974, University of California, Los Angeles; J.D., 1976, Loyola Law School, Los Angeles; L.L.M., 1979, New York University Graduate Law School.

Adrianna Tuzzolino Mancillas (2002)
Professor of Graduate Education
B.A., 1992, University of California, Los Angeles; M.A., 1996, Ph.D., 1998, California School of Professional Psychology.

Clarence Augustus Martin (2001)
Professor of Criminal Justice Administration
A.B., 1978, Harvard University; J.D., 1982, Duquesne University Law School; Ph.D., 1999, University of Pittsburgh.

H. Leonardo Martinez (1996)

Professor of Chemistry; CSU Dominguez Hills Excellence in Research, Scholarship and Creative Activity Award, 2007; CSU Dominguez Hills Outstanding Professor Award, 2008

B.Sc., 1986, Universidad del Valle, Cali, Columbia; M.S., 1989, Ph.D., 1993, University of California, San Diego.

Jose Martinez (2014)

Assistant Professor of Accounting, Finance and Economics

B.A., 1998, California State University, San Marcos; M.A., 2004, PH.D., 2007, University of California, San Diego.

Alexis Sharon McCurn (2014)

Assistant Professor of Sociology

B.A., 2005, University of San Francisco; M.A., 2009, Ph.D., 2013, University of California, Santa Barbara.

Elexia Reyes McGovern (2015)

Assistant Professor of Teacher Education

Terrence McGlynn (2007)

Professor of Biology; CSU Dominguez Hills Excellence in Research, Scholarship and Creative Activity Award, 2011

A.B., 1993, Occidental College; Ph.D., 1999, University of Colorado.

Brendan A. McNulty (1997)

Professor of Earth Sciences; CSU Dominguez Hills Excellence in Research, Scholarship and Creative Activity Award, 2006

B.S., 1987, San Diego State University; M.S., 1990, Ph.D., 1994, University of California, Santa Cruz.

Caron Mellblom (1995)

Professor of Special Education; Dominguez Hills Excellence in Service Award, 2006

B.A., 1979, California State University, Fullerton; M.S., 1981, University of Wyoming; Ed.D., 1992, University of Northern Colorado.

Erin Merz (2014)

Assistant Professor of Psychology

B.A., 2003, Miami University; M.A., 2008, MPH, 2013, Ph.D., 2014, San Diego State University; Ph.D., 2014, University of California, San Diego.

Jeb Middlebrook (2013)

Assistant Professor of Psychology

B.A., 2003, University of Minnesota; M.A., 2007, Ph.D., 2011, University of Southern California.

Christopher Monty (2007)

Associate Professor of History; Lyle E. Gibson Dominguez Hills Distinguished Teacher, 2013
B.A., 1991, Ph.D., 2004, University of California, Los Angeles; M.A., 1994, University of California, Riverside.

Jerry Dennis Moore (1991)

Professor of Anthropology; CSU Dominguez Hills Outstanding Professor Award, 2003; CSU Dominguez Hills Excellence in Research, Scholarship and Creative Activity Award, 2008
B.A., 1977, California State University, Stanislaus; Ph.D., 1985, University of California, Santa Barbara.

Stephen Moore (2005)

Associate Professor of Music

B.M., 1980, University of Rhode Island; M.M., 1983, Manhattan School of Music; Ph.D., 1992, Indiana University.

Dale Mueller (2004)

Associate Professor of Nursing

B.A., 1971, University of California, Los Angeles; M.S., 1974, California State University, Long Beach; Ed.D., 1998, Pepperdine University; MSN, 2003, St. Joseph's College of Maine.

Matthew Mutchler (2005)

Professor of Sociology; CSU Dominguez Hills Excellence in Research, Scholarship and Creative Activity Award, 2013

B.A., 1991, M.A., 1994, Ph.D., 1999, University of California, Santa Barbara.

N

Payman Nasr

Assistant Professor of Clinical Sciences

Siskanna Naynaha (2015)

Associate Professor of English

Susan Needham (1999)

Professor of Anthropology

B.A., 1989, California State University, Long Beach; M.A., 1996, Ph.D., 1996, University of California, Los Angeles.

Deandrea Nelson

Professor of Teacher Education

Hannah Nguyen (2015)

Assistant Professor of Human Services

Janet Niederman

Professor and Psychologist, Student Psychological Services

Thomas J. Norman (2009)

Associate Professor of Management; CSU Dominguez Hills Outstanding Professor Award, 2014
B.A., 1974, Indiana University of Pennsylvania; J.D., 1984, Southwestern University School of Law.

Anthony Normore (2007)

Professor of Special Education

B.A., 1983, Memorial University of Newfoundland; M.A., 1997, Universite Laval; Ph.D., 2007, University of Toronto.

O

Helen C. Oesterheld (2003)

Associate Professor of English

B.A., 1993, University of California, San Diego; M.A. 1995, American University; Ph.D. 2003, University of California Irvine.

Enrique Ortega (2012)

Assistant Professor of Health Sciences

B.A., 2000, San Jose State University; M.A., 2003, University of Southern California, 2003; Ph.D., 2008, University of Southern California.

Irene Osisoma (2004)

Associate Professor of Teacher Education

B.S., 1982, M.S., 1989, Ph.D., 1995, University of Nigeria.

Lauren Outland (2007)

Assistant Professor of School of Nursing

B.A., 1981, University of Wisconsin; B.S., 1986, California State University, Los Angeles; MSN, 2007, California State University, Long Beach; M.P.H., 1993, Dr.P.H., University of California, Los Angeles.

P

Jacqueline Padilla-Gamino (2014)

Assistant Professor of Biology

B.S., 2001, Universidad Autonoma de Baja; M.S., California State University, Northridge; Ph.D., 2011, University of Hawaii.

Marie Palladini (2007)

Associate Professor of Public Administration; Lyle E. Gibson Dominguez Hills Distinguished Teacher, 2014

B.S. 1975, Indiana University of Pennsylvania; J.D. 1984, Southwestern University School of Law

Jung-Sun Park (1999)

Professor of Asian-Pacific Studies

B.A., 1985, Yonsei University, Seoul; M.A., 1989, Ph.D., 1997, Northwestern University.

Sheela Pawar (2004)

Associate Professor of Philosophy

B.A., 1988, Case Western Reserve University; M.A., 1992, John Carroll University; Ph.D., 2002, Claremont Graduate University.

Keisha Paxton (2005)

Associate Professor of Psychology

B.A., 1995, University of California, Los Angeles; M.A., 1998, Ph.D., 2001, DePaul University.

Maria Theresa Peralta (2004)

Associate Professor of Health Sciences

B.S., 1991, University of the Philippines ; M.A., 1998, Ph.D., 2004, University of Southern California.

Claudia Peyton (2002)

Associate Professor of Occupational Therapy

B.S., 1980, Loma Linda University; M.S., 1985, University of Southern California; Ph.D., 2002, The University of Nebraska-Lincoln

Phu Phan (2013)

Associate Professor of Human Services

B.A., 1991, MSW., 1997, Ph.D., 2003, University of Minnesota.

Thomas Philo (2006)

Associate Professor of the Library

B.A., 1976, Wayne State University; M.F.A., 1980, University of Southern California; M.L.I.S., 2005, San Jose State University.

Katy Pinto (2007)

Associate Professor of Sociology

B.A., 1997, San Diego State University; M.A. 1999, Ph.D., 2006, UC Los Angeles.

Wai Yan Pong (2002)

Professor of Mathematics

B.Sc., 1993, Chinese University of Hong Kong; M.Sc., 1997, Ph.D., 1999, University of Illinois, Chicago.

Hamid Pourmohammadi (2005)

Associate Professor of Information Systems and Operations Management

B.S., 1996, M.S., 1999, Tehran Polytechnic University; M.S., 2001, Ph.D., 2005, USC.

Jose Prado (2007)

Associate Professor of Sociology

B.A., 1990, US Santa Barbara; M.A. 1997, California State University, Los Angeles; Ph.D., 2006, University of Southern California.

Fynnwin Prager (2015)

Assistant Professor of Public Administration

John Price (2005)

Professor of Physics

B.S., 1986, M.S., 1987, Ph.D., 1993, University of California, Los Angeles.

Vivian Price (2005)

Associate Professor of Interdisciplinary Studies

B.A., 1971, Bryn Mawr College; M.A., 1973, University of Texas, Austin; Ph.D., 2000, University of California, Irvine.

Lihung Pu (2002)

Professor of Chemistry

B.S., 1995, Ph.D., 2001, University of California, Davis

Q

R

Kimberley Radmacher (2007)

Associate Professor of Human Development

B.S., 1992, Montana State University; M.A., 2002, California State University, Northridge; Ph.D., 2007, UC Santa Cruz.

Serban Raianu (2002)

Professor of Mathematics

B.S., 1980, M.S., 1981, Ph.D., 1992, University of Bucharest, Romania.

Nop Ratanasiripong (2012)

Assistant Professor of Nursing

BSN, 1994, Boromarajonani College of Nursing; MSN, 1998, Mahidol University

Doris Ressler (2007)

Associate Professor of Dance

B.A., 1982, Columbia College; M.F.A., 1988, Smith College.

Fahimeh Rezayat (1989)

Professor of Information Systems

B.S., 1970, Tehran University; M.S., 1980, M.S., 1981, Western Michigan University; Ph.D., 1987, University of Virginia, Charlottesville.

A. Terry Richardson (1999)

Professor of Graduate Education

B.S., 1977, California State University, Hayward; M.A., 1979, Antioch University; Ed.D., 1987, University of San Francisco; M.A., 1995, University of California, Los Angeles.

Kenneth Rodriguez (2009)

Associate Professor of Chemistry

B.S., 2001, California State University, Dominguez Hills; M.S., 2005, Ph.D., 2007, Ohio State University

Monica Rosas-Baines (2001)

Professor and Psychologist, Student Health and Psychological Services

B.A., 1994, Loyola Marymount University; M.A., 1997, Ph.D., 1999, California School of Professional Psychology.

Brian Leonard Ruhe (2015)

Assistant Professor of Orthotics and Prosthetics

Salvatore James Russo (2013)

Assistant Professor of Political Science

B.A., 2002, Tulane University; JD, 2005, Fordham University School of Law; M.A., 2011, Ph.D., 2013, University of Mississippi.

S

Hamoud Salhi (2006)

Associate Dean of the College of Natural and Behavioral Sciences and Associate Professor of Political Science, Economics and Labor Studies

B.A., 1981, University of Algiers; M.A., 1985, Ph.D., 1995, University of Southern California.

Silvia Jaimina Santos (1990)

Professor of Psychology

B.A., 1985, California State University, San Diego; M.A., 1987, Ph.D., 1990, University of California, Riverside.

Jeffrey Sapp (2006)

Professor of Teacher Education

B.S., 1981, Liberty University; M.S., 1985, Pensacola College; Ed.D., 1993, West Virginia University.

Lilia Sarmiento (2004)
Associate Professor of Teacher Education
B.A., 1977, M.A., 1985, M.A., 1988, California State University, Los Angeles; Ph.D., 2003,
University of Southern California.

Ralph H. Saunders (2001)
Associate Professor of Earth Sciences
B.A., 1984, Northwestern University; M.A., 1988, University of Illinois, Chicago; Ph.D., 1997,
University of Arizona.

Julie A. Seguin
Assistant Professor of Special Education

Ann Selmi (2005)
Professor of Teacher Education
B.A., 1972, Santa Clara University; M.Ed., 1981, Boston College; Ph.D., 1990, University of
Southern California.

Tayyeb Shabbir (2007)
Professor of Accounting, Finance and Economics
B.A., 1973, Government College; M.S., 1974, Quaid-E-Azam University; M.A., 1979, Ph.D.,
1987, University of Pennsylvania.

Sohaila Shakib (2007)
Professor of Sociology
B.A., 1990, Tulane University; M.A., 1995, Ph.D., 1999, University of Southern California.

Sharon Sharp (2007)
Associate Professor of Communications
B.A., 1992, University of California, Berkeley; M.A., 2000, Ph.D., 2006, University of
California, Los Angeles.

David P. Sherman (2002)
Professor of English
B.A., 1983, McGill University, Canada ; M.A., 1988, Concordia University, Canada ; Ph.D.,
1999, State University of New York, Stony Brook.

Myron Z. Sheu (2002)
Professor of Information Systems and Operations Management
B.S., 1982, Shanghai Industrial University; M.S., 1989, Brigham Young University; Ph.D., 1992,
Old Dominion University; M.B.A., 2000, California State University, Long Beach.

Sari Susanna Silvanto-Ryan (2015)
Assistant Professor of Management and Marketing

Ashish Sinha (2005)

Associate Professor of Earth Sciences and Geography

B.S., 1987, Lucknow University; M.S., 1989, University of Roorkee, India ; Ph.D., 1997, University of Southern California.

LaTanya Skiffer (2005)

Associate Professor of Sociology

B.A., 1996, University of Colorado; M.A., 1999, Ph.D., 2006, University of Missouri.

Carl Sneed (2005)

Professor of Psychology; CSU Dominguez Hills Excellence in Research, Scholarship and Creative Activity Award, 2012

B.A., 1987, M.A., 1989, California State University, Fullerton; Ph.D., 1994, University of California, Riverside.

Davood Soleymani (1990)

Professor of Biology

D.V.M., 1962, Tehran University; M.S., 1967, Ph.D., 1970, Iowa State University.

Melissa St. James (2005)

Associate Professor of Management and Marketing

B.B.A., 1990, University of Cincinnati; M.B.A., 1994, Meredith College; Ph.D., 2004, George Washington University.

Jennifer L. Stacy (2015)

Assistant Professor of Liberal Studies

Kristen Stagg (2015)

Assistant Professor of Mathematics

Alexander Stanoyevitch (2005)

Professor of Mathematics

B.S., 1983, University of Maryland; M.S., 1986, Ph.D., 1990, University of Michigan.

Patrick C. Still (2015)

Assistant Professor of Chemistry

Noel Sturm (1996)

Professor of Chemistry; Lyle E. Gibson Dominguez Hills Distinguished Teacher, 2007

B.S., 1985, M.S., 1987, University of California, Davis; Ph.D., 1993, University of Toledo.

Marek Suchenek (1990)

Professor of Computer Science

M.S., 1973, D.Sc., 1979, Warsaw Technical University.

Jennifer Sumner (2014)|
Assistant Professor of Public Administration
B.A., 1999, Boston University; M.A., 2002, Rutgers University; PH.D., 2009, University of California, Irvine.

Rui Sun (2013)
Assistant Professor of Public Administration
B.A., 1998, M.A., 2001, Peking University; MPA, 2004, Auburn University; Ph.D., 2009, University of Maryland.

Dana Sylvan (2015)
Assistant Professor of Mathematics

T

Laura Talamante (2007)
Associate Professor of History
B.A., 1995, University of California, Berkeley, M.A. 1998, Ph.D., 2003, University of California, Los Angeles.

Bin Tang (2013)
Assistant Professor of Computer Science
B.S., 1997, Peking University; M.S., 2002, Ph.D., 2007, Stony Brook University.

Arumugam Thangavel (2015)
Assistant Professor of Chemistry

Kathryn E. Theiss (2015)
Assistant Professor of Biology

Charles Thomas (2009)
Assistant Professor of Accounting, Finance and Economics
B.A., 1995, J.D., 1998, University of California, Berkeley; MBA, 2001, University of Southern California.

John Thomlinson (2005)
Professor of Biology
B.A. 1976, M.A., 1980, University of Cambridge; M.S. 1979, University of London; Ph.D., 1993, University of North Texas

Kimberly Trimble (1991)
Professor of Teacher Education
B.A., 1974, DePauw University, Indiana; M.A.T., 1978, Brown University; Ed.D., 1987, University of Massachusetts, Amherst.

Devon Tsuno (2015)
Assistant Professor of Art and Design

U

V
Gretel Vera-Rosa (2015)
Assistant Professor of Sociology

Ericka Verba (2004)
Associate Professor of History
B.A., 1982, Brown University; M.A., 1989, Ph.D., 1999, University of California, Los Angeles.

Tara Victor (2007)
Assistant Professor of Psychology, CSU Dominguez Hills Excellence in Research, Scholarship and Creative Activity Award, 2014.
B.A., 1998, University of Kentucky; M.A., 2000, Ph.D., 2004, Michigan State University.

George Starr Vinovich (1982)
Professor of Theatre Arts
B.A., 1972, Loyola University; M.A., 1974, M.S., 1975, Ph.D., 1975, University of Southern California.

W

Mark Davis Waldrep (1995)
Associate Professor of Digital Media Arts
B.M., 1978, M.A., 1979, B.A., 1982, California State University, Northridge; M.F.A., 1984, California Institute of Arts; Ph.D., 1986 University of California, Los Angeles; M.S., 1992, California State University, Northridge.

Fang Wang (2014)
Assistant Professor of Biology
B.A., 1998, Ph.D., 2004, Fudan University.

Tieli Wang (2005)
Associate Professor of Chemistry
B.S., 1984, M.S., 1987, Jilin University; M.S., 1995, Iowa State University; Ph.D., 1999, State University of New York.

Clare M. Weber (2002)
Associate Vice President of Faculty Affairs and Professor of Sociology
B.A., 1985, St. John Fisher College; M.A., 1992, California State University, Los Angeles;
M.A., 1995, Ph.D., 2001, University of California, Irvine.

Joseph Wen (2012)
Dean of the College of Business Administration and Public Policy and Professor of Information

Systems and Operations Management

B.S., 1980, National University of Marine and Oceanic Technology; M.S., 1983, Chinese Cultural University; Ph.D., 1993, Virginia Commonwealth University

Vanessa Elena Wenzell (1991)

Professor of English

B.A., 1972, Stanford University; M.A., 1975, University of California, Berkeley; M.A., 1982, Ph.D., 1987, University of California, Los Angeles.

Elizabeth Anne Whetmore (2009)

Associate Professor of Political Science

B.S. 2001, University of Texas, Tyler; Ph.D. 2007, Texas A&M University.

William R. Whetstone (1990)

Professor of Nursing

B.S., 1970, Duquesne University; M.P.H., 1973, Ph.D., 1977, University of Pittsburgh; M.S., 1983, University of Michigan, Ann Arbor.

Connie White-Betz (1989)

Counseling Psychologist, Student Health and Psychological Services

B.A., 1982, M.A., 1984, California State University, Dominguez Hills; Ph.D., 1988, University of Southern California.

Karen Wilson (2004)

Professor of Psychology; CSU Dominguez Hills Excellence in Research, Scholarship and Creative Activity Award, 2010

B.S., 1994, Queen's University; M.S., 1996, Ph.D., 2000, Howard University.

Wang Chan Wong (2003)

Professor of Information Systems and Operations Management

B.B.A., 1976, Chinese University; M.S., 1979, Ph.D., 1991, University of California, Irvine.

X

Bing Xu

Associate Professor of Management and Marketing

B.A., 1997, Human Normal University; M.B.A 2004, Ph.D., 2009, New Mexico State University.

Y

Burhan F. Yavas (1983)

Professor of Accounting, Finance and Economics; CSU Dominguez Hills Outstanding Professor Award, 1996

B.A., 1973, Ankara University; M.A., 1978, Ph.D., 1983, University of Southern California.

Bingsheng Yi (2005)

Associate Professor of Accounting, Finance and Economics

B.S., 1993, M.S., 1996, Beijing Materials College; Ph.D., 2005, University of South Florida.

Z

Ellie Zenhari (2012)

Assistant Professor of Art and Design

B.A., 1989, California State University, Los Angeles.

Meng Zhao (2004)

Associate Professor of Management and Marketing

B.A., 1991, Qingdao University; M.A., 1999, University of Nebraska, Lincoln.

Xia Zhao (2006)

Associate Professor of Management and Marketing

B.S., 1997, Hebei University; M.S., 2000, Beijing University; Ph.D., 2006, University of Texas

Ben Zhou (1999)

Associate Professor of Kinesiology and Recreation

B.A., 1979, Wuhan Institute of Physical Education; M.S., 1985, Beijing Institute of Physical Education; Ph.D., 1999, Brigham Young University, Hawaii.

C. Edward Zoerner, III (1997)

Professor of English; Lyle E. Gibson Dominguez Hills Distinguished Teacher, 2012

B.A., 1983, M.A., 1994, Ph.D., 1995, University of California, Irvine.

Liudong Zuo (2015)

Assistant Professor of Computer Science

EMERITI FACULTY

A

Raul Aceves (1970-1988)

Dean of Community Programs

Jill Aguilar (2016)

Professor of Teacher Education

Angela Albright (1988-2009)

Professor of Nursing

Faye Williams Arnold (1990-2000)

Professor of Sociology

Melvin Auerbach (1976-2008)

Professor of Accounting & Finance

Mary Auth (1998-2004)

Professor of Public Administration; Lyle E. Gibson Dominguez Hills Distinguished Teacher Award, 1995

B

Jeffer S. Badrtalei (1999-2010)

Professor of Applied Studies

Bernard Baker (1976-2006)

Professor of Art

Jacqueline Barab (1995-2015)

Associate Professor of Mathematics

Donald Barnett (1976-2004)

Professor of Accounting and Law

Potkin Basseer (1991-2007)

Professor of Accounting and Finance

Iris A. Baxter (2001-2010)

Professor of Public Administration

Justine Bell (1987-2008)

Professor of Public Administration

E. Kenneth Bennett (1968-1994)

Professor of the Library

Connie Betz (2013)

Psychologist, Career Center

Richard Beym (1968-1986)

Professor of Spanish and Linguistics; Lyle E. Gibson Dominguez Hills Distinguished Teacher, 1979

Marshall Bialosky (1964-1987)

Professor of Music; Campus Nominee, CSU Board of Trustees Outstanding Professor Award, 1977

Carrie Ann Blackaller (1979- 2014)

Professor of Special Education

Betty J. Blackman (1986-1999)

Dean and Professor of the Library

William R. Blischke (1969-2001)

Professor of Sociology

Martin R. Blyn (1969-2001)

Professor of Finance & Quantitative Methods

Arthur C. Bohart (2005)

Professor of Psychology

Charmayne Faye Bohman (1971-2004)

Professor of Graduate Education

Stephen A. Book (1970-2001)

Professor of Mathematics

Boice Bowman (1994-2009)

Associate Professor of Health & Human Services

David Bradfield (2016)

Professor of Music

Joseph Braun (1983-2006)

Professor of Teacher Education

David E. Brest (1968-2000)

Professor of Biology

Jeffrey Broude (1977-2007)

Professor of the Library

Edith Buchanan (1972-1982)

Professor of Education

C

Hansonia Caldwell (1972-2006)

Professor of Music

James Cantor (1999- 2014)

Professor of Teacher Education

Muriel P. Carrison (1969-1990)

Professor of Graduate Education

Lyman Chaffee (1969-2005)

Professor of Political Science; Campus Nominee, CSU Board of Trustees Outstanding Professor Award, 1987

David Champion (1969-2002)

Professor of Music

Chi-Lung Chang (1983-2002)

Professor of Mathematics

Patricia Cherin (2013)

Professor of Interdisciplinary Studies

Lois W. Chi (1966-1983)

Professor of Biology; Recipient of the Statewide CSU Board of Trustees Outstanding Professor Award, 1972; Outstanding Professor Award, 1979

Evelyn Childress Brackeen (1969-1986)

Professor of Biology; Lyle E. Gibson Dominguez Hills Distinguished Teacher, 1981

Ann Chlebicki (1999-2014)

Professor of Graduate Education

Judith J. Chodil (1988-2002)

Professor of Nursing

Barbara Chrispin (1973-2005)

Professor of Management

Robert Christie (1970-2003)

Professor of Sociology

David A. Churchman (1976-2003)

Professor of Behavioral Science

Leon S. Cohen (1982-2002)

Professor of Interdisciplinary Studies

Joel A. Colbert (2007)

Professor of Teacher Education

Gary Branson Colboth (1970-1994)

Professor of Public Administration

Lenora G. Cook (1984-2001)

Professor of Teacher Education

James L. Cooper (1974-2009)

Professor of Graduate Education; Lyle E. Gibson Distinguished teacher Award, 1991;

Outstanding Professor Award, 2005

Enrique Cortes (1974-1993)

Professor of History

Mary Cruise (1988-2001)

Professor of Nursing

Jose Cuervo (1975-2001)

Professor of Foreign Languages

Jeanne Curran (1972-2001)

Professor of Sociology

D

Elizabeth Dales (2014)

Professor of the Library

Ulrich de la Camp (1966-1995)

Professor of Chemistry

Peter Desberg (1970-2009)

Professor of Graduate Education; Lyle E. Gibson Distinguished Teacher Award, 1995;

Outstanding Professor, 2009

L. Danette Dobyns (1972-1994)

Professor of Chemistry; Lyle E. Gibson Dominguez Hills Distinguished Teacher, 1984

Myrna C. Donahoe (1989-2003)

Professor of Interdisciplinary Studies

Jamie Dote-Kwan (2003-2012)

Professor of Teacher Education

Joanna Dunklee (1975-2012)

Professor of the Library

James A. Durham (1979-1996)

Associate Vice President for Administration and Professor of Instructional Media

E

Colleen Ehrenberg (1988)

Professor of Nursing

Amer El-Ahraf (1990-1998)

Vice President for University Advancement and Professor of Health Science

Peter D. Ellis (1962-1987)

Professor of Teacher Education

Sally A. Etcheto (2016)

Professor of Music

F

Larry S. Ferrario (1996-2006)

Professor of English

Bryan Feuer (2006-2014)

Professor of Humanities

Lois Feuer (2008)

Professor of English

Robert B. Fischer (1963-1979)

Dean, School of Natural Sciences and Mathematics and Professor of Chemistry

Alan M. Fisher (1975-2008)

Professor of Political Science and Economics

Dorothy Fisher (2010)

Professor of Information Systems & Operations Management

Marianne Frank (2002)

Professor of Physical Education

Raoul Freeman (1984-2009)

Professor of Information Systems & Operations Management

Munashe Furusa (2014)

Professor of Africana Studies

Jitsuo Furusawa (1994-2004)

Professor of Graduate Education

G

Eugene N. Garcia (1972-1992)

Professor of Chemistry

Ken Gash (1976-2002)

Professor of Chemistry

Lila B. Geller (1969-1997)

Professor of English

Suzanne Gemmell (1974-1995)

Professor of Teacher Education; Lyle E. Gibson Dominguez Hills Distinguished Teacher, 1994

Robert Giacosis (1973-2003)

Professor of Biology

John R. Goders (1972-2005)

Professor of Art

Margaret Faulwell Gordon (1988-2012)

Professor of Anthropology

Richard Gordon (2011)

Professor of Teacher Education

William E. Gould (1969-1998)

Professor of Mathematics

Lawrence Gray (1972-2008)

Student Development

Lisa O. Gray-Shellberg (1967-2003)

Professor of Psychology; Outstanding Professor Award, 2001; Lyle E. Gibson Dominguez Hills Distinguished Teacher, 1986

Judson A. Grenier (1966-1992)

Professor of History; Lyle E. Gibson Dominguez Hills Distinguished Teacher, 1974

Linda Groff (1972-2007)

Professor of Political Science and Economics

Carol Guze (1967-2001)

Professor of Biology

H

William M. Hagan (1967-1998)

Professor of Philosophy

James G. Harris (1969-2000)

Professor of Economics

Arthur L. Harshman (1971-2000)

Professor of Art

Garry Hart (1970-2007)

Professor of Mathematics

Aaron H. Hass (1974-2008)

Professor of Psychology

Donald Teruo Hata (1970-2002)

Professor of History; Lyle E. Gibson Dominguez Hills Distinguished Teacher, 1977; Recipient of the Statewide CSU Board of Trustees Outstanding Professor Award, 1990

Diane Hembacher (1997-2013)

Professor of Teacher Education

George Martin Heneghan (1967-1992)

Professor of Political Science; Lyle E. Gibson Dominguez Hills Distinguished Teacher, 1975

Jackson N. Henry (1975-2002)

Professor of Mathematics

Diane Henschel (1971-2005)

Professor of Psychology

Gilah Hirsch (2015)

Professor of Art

Charles Hohm (2004-2010)

Professor of Sociology

Marjorie Holden (1976-1992)

Professor of Graduate Education

Nancy Hollander (2004)

Professor of History

Howard Holter (2007)

Professor of History

Ellen Hope Kearns (1990-2007)

Professor of Nursing

Fumiko Hosokawa (1972-2012)

Professor of Sociology

Richard B. Hovard (2005)

Professor of Sociology

Chi-Hua Wu Hsiung (1972-1992)

Professor of Health Science; Lyle E. Gibson Dominguez Hills Distinguished Teacher, 1976

Gail F. Hunt (1976-2003)

Professor of Library

James F. Hunt (1991-2003)

Associate Professor of Library

I

Laura Inouye (1988-2006)

Professor of Nursing

Louise H. Ivers (2008)

Professor of Art

J

Judith M. Jackson (1981-1998)

Professor of Graduate Education

Cheryl Jackson-Harris (1990- 2014)

Professor of Health Science

Catherine Jacobs (2016)

Biology/Interdisciplinary Studies

James S. Jeffers (2016)

Professor of History

Steven Jenner (1991- 2013)

Professor of Management and Marketing

Joyce Johnson (1972-2002)

Professor of English; Lyle E. Gibson Dominguez Hills Distinguished Teacher, 1988

M. Kathleen Johnston (1988-2003)

Professor of Nursing

Susan Johnston (1974-2009)

Professor of Teacher Education; Outstanding Professor Award, 2002

William B. Jones (1970-1999)

Professor of Computer Science

Violet L. Jordain (1968-1995)

Professor of English; Lyle E. Gibson Dominguez Hills Distinguished Teacher, 1983

K

Gene A. Kalland (1966-1996)

Professor of Biology

Mimi Kalland-Warshaw (1972-1992)

Professor of Teacher Education

Jay Kaplan (1971- 2013)

Professor of Political Science

David J. Karber (1973-2002)

Professor of Public Administration; Lyle E. Gibson Dominguez Hills Distinguished Teacher, 2000

Abraham Kidane (2001)

Professor of Economics; Lyle E. Gibson Dominguez Hills Distinguished Teacher Award, 1996.

Getachew Kidane (1977-2012)

Professor of Biology

Jack William Kitson (1974-1998)

Professor of Marketing

Kazimierz Kowalski (1988-2013)

Professor of Computer Science; Lyle E. Gibson Dominguez Hills Distinguished Teacher, 1998

Eunice Lynn Krinsky (1982-2004)

Professor of Mathematics; Lyle E. Gibson Dominguez Hills Distinguished Teacher Award, 1992; Campus Nominee, CSU Board of Trustees Outstanding Professor Award, 1994

Kenneth L. Kuykendall (1998)

Professor of Anthropology

L

John J. LaCorte (1972-2002)

Professor of Philosophy

Shirley Lal (1999-2009)

Professor of Teacher Education

Noreen R. Larinde (1970-2001)

Professor of Art **Frances Lauerhass (1969-2003)**

Professor of Foreign Languages

H. Keith Lee (1969-2001)

Professor of Physics

W. Leonard Lee (1985-2006)

Professor of Communications

Rita Lee (1991-2008)

Professor of Graduate Education

Yvone V. Lenard (1968-1983)

Professor of French; Campus Nominee, CSU Board of Trustees Outstanding Professor Award, 1974

Donald Lewis (1970-2008)

Professor of Philosophy

Judith Lewis (1987-2000)

Professor of Nursing

Virginia Long (1983-2008)

Professor of Student Health and Psychological Services

Carol Lopilato (1974-2001)

Professor of Finance & Quantitative Methods

James L. Lyle (1972-2004)

Professor of Chemistry; Lyle E. Gibson Dominguez Hills Distinguished Teacher Award, 1985

M

Nada Mach (1984-2011)

Associate Professor of Teacher Education

Donald A. MacPhee (1964-1985)

Provost and Vice President of Academic Affairs and Professor of History

Wayne Martin (1971-2005)

Professor of Political Science; Lyle E. Gibson Dominguez Hills Distinguished Teacher Award, 1997.

Anthony A. Mastor (1978-1988)

Professor of Finance and Quantitative Methods

Francis McCarthy (1973-2008)

Professor of Biology

Joseph F. McCloskey (1980-1987)

Professor of Finance and Quantitative Methods

Cynthia J. McDermott-LaCorte (1990-2004)

Professor of Teacher Education; Lyle E. Gibson Dominguez Hills Distinguished Teacher Award, 2001

John McGowan (1990-2007)

Professor of Teacher Education

Irene McKenna (1972-2002)

Professor of English

Suzanne Medina (1991-2007)

Professor of Graduate Education; Lyle E. Gibson Dominguez Hills Distinguished Teacher Award, 2005.

Frank B. Miles (1972-2001)

Professor of Mathematics

M. Milo Milfs (1962-1985)

Professor of Psychology

Herbert Milgrim (1972-2004)

Professor of Finance and Quantitative Methods

Robert Bryant Mills (1983-2000)

Professor of Management

Burckhard Mohr (1970- 2014)

Professor of English

Sean Morgan (2004)

Professor of Teacher Education

George P. Morris (1973-1999)

Professor of Marketing

Naomi Moy (1972-2012)

Professor of the Library; Excellence In Service Award, 2013

N

David Nasatir (1976-1994)

Professor of Behavioral Science

Harvey Nash (1968-1988)

Professor of Psychology

Mazin K. Nashif (1973-2001)

Professor of Finance & Quantitative Methods

Richard G. Nehrbass (1975-2000)

Professor of Management

Janet Niederman (1988-2015)

Counseling Psychologist, Student Health and Psychological Services

O

Kathleen F. O'Connor (1991-2007)

Professor of Nursing

Sandra Orellana (1973-2005)

Professor of Anthropology

P

Beverly B. Palmer (1973-2001)

Professor of Psychology; Campus Nominee, CSU Board of Trustees Outstanding Professor Award, 1995

Richard L. Palmer (1970-2008)

Professor of Political Science and Economics

Sofia Papatheodorou (1985-2014)

Associate Professor of Chemistry

George Pardon (2007)

Vice President Emeritus

Sandra Parham (2014)

Dean, University Library

Ruth A. Pease (1988-1999)

Professor of Nursing

Robert Pestolesi (1978-1983)

Athletic Director and Professor of Physical Education and Recreation

Laura Phillips (1973-2007)

Professor of Biology

Linda P. Pomerantz (1972-2004)

Professor of History

James Poole (1973-1995)

Professor of Physical Education, Recreation and Dance

Priscilla Porter (1991-1998)

Associate Professor of Teacher Education

Laurence Press (1986-2009)

Professor of Information Systems & Operations Management; Lyle E. Gibson Dominguez Hills Distinguished Teacher Award, 1990; Outstanding Professor Award, 1993.

Eleanor B. Simon Price (1970-1987)

Professor of Psychology

Q

John C. Quicker (1970-2007)

Professor of Sociology

R

David B. Rankin (1966-1992)

Professor of English; Lyle E. Gibson Dominguez Hills Distinguished Teacher, 1984; Campus Nominee, CSU Board of Trustees Outstanding Professor Award, 1985

Sharon Raphael (1970-2005)

Professor of Sociology

Abe C. Ravitz (1966-1986)

Professor of English; Campus Nominee, CSU Board of Trustees Outstanding Professor Award, 1971

Rhody Ringis (1973-1990)

Professor of Teacher Education

Patricia Riple (1984-2004)

Professor of Health Center- Counseling Services

Steve R. Riskin (1970-2004)

Professor of Sociology; Lyle E. Gibson Dominguez Hills Distinguished Teacher Award, 1983

John Roberts (1985-2006)

Professor of Biology

Laura Robles (1975-2012)

Professor of Biology; Lyle E. Gibson Dominguez Hills Distinguished Teacher, 1980; Outstanding Professor Award, 1986, 1988

Larry Rosen (1976-2014)

Professor of Psychology; Outstanding Professor Award, 1989, 1998; Lyle E. Gibson Dominguez Hills Distinguished Teacher, 1997; Excellence in Research, Scholarship and Creative Activity Award, 2009

Ernest Rosenthal (1973-1984)

Professor of Art

Alan Ryave (1969-2004)

Professor of Sociology

S

David Safer (1975-1989)

Professor of Communications

Porfirio Sanchez (1970-1996)

Professor of Foreign Languages; Lyle E. Gibson Dominguez Hills Distinguished Teacher, 1976; CSU Board of Trustees Outstanding Professor Award, 1978

Ephriam Sando (1967-1999)

Professor of English

Sue Schaar (2001-2011)

Professor of Teacher Education

Stanley R. Schoen (1977-1991)

Professor of Accounting and Law

Ira Schoenwald (2005)

Professor of Public Administration

Dema Scott (1997)

Professor of Student Development

Oliver Seely (1968-2006)

Professor of Chemistry

Michael R. Shafer (1969-2003)

Professor of English; Lyle E. Gibson Dominguez Hills Distinguished Teacher, 1986

Carol Shea (2010)

Professor of Nursing

Fred M. Shima (1972-1998)

Professor of Psychology

Eiichi Shimomisse (1971-2001)

Professor of Philosophy

David R. Sigurdson (1972-2000)

Professor of Earth Sciences

Karlton D. Skindrud (1972-2001)

Professor of Graduate Education

Lyle E. Smith (1970-2004)

Professor of English

Carol Snarr (1992-2001)

Professor of Nursing

Frances J. Steiner (1967-2000)

Professor of Music; CSU Board of Trustees Outstanding Professor Award, 1991

Frank A. Stricker (1972-2004)

Professor of History

Franklin Strier (1974-2008)

Professor of Accounting and Finance; Outstanding Professor Award, 1997

James Sudalnik (2010)

Professor of Communications

Marilyn Sutton (1973-2008)

Professor of English; Lyle E. Gibson Distinguished Teacher Award, 1980

T

Kathleen Taira (2007)

Professor of Teacher Education

Judson H. Taylor (1970-1992)

Dean, School of Education and Professor of Graduate Education

Judith L. Todd (1975-2004)

Professor of Psychology

Carol Tubbs (1982-2012)

Professor of Theatre and Dance

Avrum Marco Turk (2002-2010)

Professor of Negotiation, Conflict Resolution and Peacebuilding

Rich Turner (1988-2006)

Professor of Communications

U

Clement Udeze (1970-2006)

Assistant Professor of History

Ricardo Ulivi (1985-2012)

Professor of Accounting and Finance

V

Rudolph Vanterpool (1976- 2012)

Professor of Philosophy; Outstanding Professor Award, 1999

W

George Walker (1976-1994)

Professor of Graduate Education

Margaret Wallace (1990-2002)

Professor of Nursing

Luz C. Watts (1988-2003)

Professor of Foreign Languages

Jamie L. Webb (1975-2004)

Professor of Earth Sciences

Jo Ann Wegmann (1988-2013)

Professor of Nursing

Sydell Weiner (1984-2011)

Professor of Theatre Arts

Rose Welch (1990-2012)

Professor of Nursing

Walter Wells (1967-1998)

Professor of English

Philip Wesley (1987)

Professor of the Library

Edward Whetmore (1993-2012)

Professor of Communications

Andrea White (1997-2009)

Professor of English

Sidney Glen White (1969-1996)

Professor of Art

George R. Wiger (1976-2004)

Professor of Chemistry; Lyle E. Gibson Dominguez Hills Distinguished Teacher Award, 2002

Samuel L. Wiley (1968-1997)

Professor of Physics

William D. Wilk (2001)

Professor of Chemistry

John R. Wilkins (1990-2014)

Professor of Mathematics

Selase Williams (1994-2005)

Professor of English

Oliver W. Wilson (1972-2008)

Professor of Political Science and Economics; CSU Dominguez Hills Outstanding Professor Award, 2006

Diana E. Wolff (1977-2000)

Professor of Teacher Education

Y

Agnes Akiko Yamada (1972-2002)

Professor of English

David H. Yanai (1977-1996)

Head Coach, Men's Basketball

Kosaku Yoshida (1975-1999)

Professor of Finance and Quantitative Methods; Lyle E. Gibson Dominguez Hills Distinguished Teacher, 1985

Z

Joanne Zitelli (2000-2014)

Professor of English

FEES

Schedule of Fees 2016/17

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 fees are initially charged or initial fee payments are made, to increase or modify any listed fees. All listed fees, other than mandatory systemwide fees, are subject to change 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 Chancellor, or the Presidents, as appropriate. Changes in mandatory systemwide fees will be made in accordance with the requirements of the Working Families Student Fee Transparency and Accountability Act (Sections 66028 - 66028.6 of the Education Code).

The following reflects applicable systemwide fees for both semester and quarter campuses. These rates are subject to change.

Information concerning the cost of attending CSU Dominguez Hills is available from the Information Center, WH D-245, (310) 243-3696, and includes fees and tuition (where applicable); the estimated costs of books and supplies; estimates of typical student room and board costs and transportation costs; and, if requested, additional costs for specific programs.

Application for Admission to the University

Application Fees

\$55	All Students: Application Fee (nonrefundable), payable by check or money order at time application is made.
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\$15	Late Application fee
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2016/17 Basic Tuition Fees

Fees Required at Registration (per semester)*

Units	Per Semester	Per Quarter	Per Academic Year
Undergraduate Tuition Fee			
6.1 or more	\$2,736	\$1,824	
0 to 6.0	\$1,587	\$1,058	
Credential Program Tuition Fee			
6.1 or more	\$3,174	\$2,116	

0 to 6.0	\$1,842	\$1,228	
Graduate/Post Baccalaureate Tuition Fee			
6.1 or more	\$3,369	\$2,246	
0.0 to 6.0	\$1,953	\$1,302	
2015-16 Doctorate Tuition Fees			
Education	\$5,559	\$3, 706	\$11,118
Nursing Practice	\$7,170		\$14,340
Physical Therapy	\$8,074		\$16,148
Other Campus-Based Fees			
\$70	Student Activity Fee Fall Semester		
\$65	Student Activity Fee Spring Semester		
\$165	Student Center Fee		
\$3	Health Facilities Fee		
\$75	Health Services Fee		
\$5	Instructionally Related Activities Fee		
\$140	Student Success Fee Fall 2016		
\$175	Student Success Fee Spring 2017		

*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. The Summer Term fee for the Education Doctor at quarter campuses is equal to the Per Semester fee listed in the table. Total fees for the Education Doctor over the College Year equals the Per Academic Year fee plus the Per Semester fee for the summer term at all CSU campuses.

*NOTE: All fees subject to change based on further action by the Trustees of the California State University and the California Legislature or the CSU Dominguez Hills President. For summer session fees, please consult summer session Class Schedule.

2016/17 Graduate Business Professional Fee

Graduate Business Professional Fee

Charge Per Unit- Semester	\$254
Charge Per Unit- Quarter	\$169

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

Master of Business Administration (M.B.A.)
Master of Science (M.S.) programs in Accountancy
Master of Science (M.S.) programs in Business Administration
Master of Science (M.S.) programs in Health Care Management
Master of Science (M.S.) programs in Business and Technology
Master of Science (M.S.) programs in Information Systems
Master of Science (M.S.) programs in Taxation

Nonresident Students (U.S. and Foreign)

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

Nonresident Tuition Fee

Charge Per Unit- Semester	\$372
Charge Per Unit- Quarter	\$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).

Fee Waivers and Exemptions

The California Education Code provides for the waiver of mandatory systemwide tuition fees as follows:

Section 66025.3 –Dependent eligible to receive assistance under Article 2 of Chapter 4 of Division 4 of the Military and Veterans Code; child of veteran of the United States military who has a service-connected disability, has been killed in service, or has died of a service-connected disability, and meets specified income provisions; dependent, or surviving spouse (who has not remarried) of a member of the California National Guard who, in the line of duty, and while in the active service of the state, was killed, died of a disability resulting from an event that occurred while in the active service of the state, or is permanently disabled as a result of an event that occurred while in the active service of the state; and undergraduate student who is a recipient

of or child of a recipient of a Medal of Honor, under 27 years old, meets the income restriction and California residency requirement.

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.

The California Education Code provides for the following nonresident tuition exemptions:

Section 68075.7 – Nonresident students are exempt from paying nonresident tuition or any other fee that is exclusively applicable to nonresident students if they (1) reside in California, (2) meet the definition of “covered individual” as defined in subsection (c) of Section 3679 of Title 38 of the United States Code, as that provision read on July 1, 2015; and (3) are eligible for education benefits under either the federal Montgomery GI Bill-Active Duty program or the Post-9/11 GI Bill program.

Section 68122 – Students who are victims of trafficking, domestic violence, and other serious crimes who have been granted T or U visa status are exempt from paying nonresident tuition if they (1) attended high school in California for three or more years; (2) graduated from a California high school or attained the equivalent; and (3) registered as an entering student or are currently enrolled at a CSU campus.

Section 68130.5 – Students who are not residents of California are exempt from paying nonresident tuition if they (1) attended high school in California for three or more years; (2) graduated from a California high school or attained the equivalent; and (3) registered as an entering student or are currently enrolled at a CSU campus. In addition, students without lawful immigration status will be required to file an affidavit stating that they have filed an application to legalize their immigration status, or will file an application as soon as they are eligible to do so. This exemption from paying nonresident tuition does not apply to students who are non-immigrant aliens within the meaning of 8 United States Code 1101(a)(15), except as provided by Section 68122 above.

Older Adult Fee Waiver

Students sixty years of age and older may be eligible for an Older Adult Fee Waiver. Here's how to apply:

1. Obtain a fee waiver form from the Admissions & Records office. Applicant must present documentation which establishes their identity and their age, i.e., California Drivers License, California Identification Card, etc.
2. Students using the Older Adult Fee Waiver may register at/or after the first day of the term.
3. The Admissions & Records Office will send the Older Adult Fee Waiver form to Student Financial Services in order for the fee waiver to be posted to the student account.
4. The number of Older Adult Fee Waivers is limited.

Older Adult students not participating in the Older Adult fee waiver program will be required to pay fees by the posted due date.

Payment Methods

Fees may be paid online by electronic check or credit cards through MyCSUDH. There is a non-refundable 2.75% service fee charged by our third party processor TouchNet® PayPath™ for paying with a credit card. Debit cards are treated the same as credit cards and will incur the service fee. There is no fee charged for paying with electronic check. Fees may also be paid at Cashier's Office. The Cashier's Office accepts cash, checks and money orders.

Parking Fees**

Parking Fees**	
\$110	Four wheeled motorized vehicles (per semester)
\$27.50	Two-wheeled motorized vehicles - includes mopeds (per semester)
\$6	Daily permit
\$73	Summer permit (entire summer)
\$40	Summer permit (per session)
\$11	Summer permit (weekly)
\$11.50	Summer permit- Two-wheeled motorized vehicles- includes mopeds

** subject to change

Other Fees

Course Fees	
varies	Course Material Fees (charged for certain courses in art, biology, chemistry, history, English, music, orthotics and prosthetics, and physical

education. These courses are footnoted in the Class Schedule in their respective academic course listing)

User Fees

\$15 Diploma Fee

\$10 Graduation Date Change Fee

\$50 Graduation Fee

\$35 Graduation Writing Examination

**\$5 Identification Card – new and returning students
(non-refundable)**

Special Test Fees -a list of test fees is available in the Testing Office

\$4 Certification of Enrollment and/or Degree

\$50 Credential Evaluation Fee

**min Duplicate Document or Printout
\$4**

\$10 Emergency Graduation Clearance Processing

\$10 Emergency Transcript Processing (less than 10 working days)

\$50 International Student Matriculation and Orientation

**\$33 Resident Installment Payment Service Charge
(non-refundable)**

**7% Non-resident Installment Plan Service Charge
(non-refundable)**

\$10 Petition for Exception to University Policy

\$10 Refund Processing Fee and Service Charge

\$5 Revised Evaluation

Transcript (within 10 working days)

\$4	Single Transcript
\$2	Additional transcripts prepared at the same time up to ten (10) transcripts
\$1	Additional transcripts prepared at the same time that exceed the first ten (10) transcripts
Penalty or Deposit Fees	
\$25	Checks returned for any cause - Per AB1643, ch. 1000, there is a \$25 charge on returned checks. <i>NOTE: Students whose checks are returned by their bank are subject to disenrollment. Dishonored checks that are not paid may be sent to the L.A. District Attorney for prosecution.</i>
\$20	Late Payment Fee (per late payment)
varies	Library fines - a list of overdue fines is posted at the entrance to the library on the 2nd floor of the ERC Building
varies	Lost books and other Library items - replacement cost + posted service charge
\$25	Late Registration (assessed the day instruction begins) (non-refundable)
\$10	Petition for Missed Deadlines

Installment Payment of Nonresident Tuition Fees

A nonresident student who is a citizen and resident of a foreign country or of another state within the United States may pay the required nonresident tuition fee on an installment basis. (Installment plans available for Fall and Spring terms only.) This payment is limited to three equal installments.

- **The first installment** shall be due 30 days from the first date of classes as stated in the Class Schedule.
- **The second installment** shall be due 30 days following the first installment.
- **The third installment** shall be due 30 days after the second installment. A 7% service charge will be added to each installment payment to cover the cost of handling. Any student failing to make timely installment payments may be prevented from paying fees on an installment basis in subsequent semesters.

Nonresident students as defined above shall pay all registration fees required of resident students by the same date as required for resident students. Nonresident students wanting to enroll in an installment plan must enroll through Student Financial Services (Welch Hall, Suite 270).

Tuition Fee Installment Plan

A Fee Installment Plan is available for fall and spring terms. See the Schedule of Classes for information.

Refund of Mandatory Fees, Including Nonresident Tuition Fee

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 <http://www4.csudh.edu/ceie/registration/policies/index>.

In order to receive a full refund of mandatory fees, less an administrative charge established by the campus, 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 or drops all courses prior to the campus-designated drop period 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.

A student who, within the campus designated drop period and in accordance with the campus procedures, drops units resulting in a lower tuition and/or mandatory fee obligation shall be entitled to a refund of applicable tuition and mandatory fees less an administrative charge established by the campus.

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, in accordance with the University's established procedures and deadlines, prior to the first day of instruction for state-supported non-standard terms or courses or prior to the first meeting for courses of less than four (4) weeks.

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 University canceled the course for which the fees were assessed or collected;
- 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.

- Refunds will be processed approximately three weeks after Add/Drop period (end of the third week).
- All refunds are made in accordance with Title V of the California Administrative Code (See Schedule of Classes for Prorata table).
- Not all fees are refundable.
- \$10 is retained by the University to cover processing and the non-refundable portion of the Tuition Fee.
- Refunds are issued via direct deposit to your designated bank account, by mail in the form of a check, or credited back to the same credit card used via TouchNet® PayPath™.
- Students whose unit load drops from 6.1 or more units to 6.0 or fewer units may be eligible for a refund of the difference in the Tuition Fee during the campus designated drops period. See Schedule of Classes for information.

Information concerning any aspect of the refund of fees policies of CSU Dominguez Hills, including the return of unearned tuition and fees or other refundable portions of institutional charges, may be obtained by contacting Student Financial Services at sfs@csudh.edu or by phone at (310) 243-3780. See web page at <http://www4.csudh.edu/accounting-services/student-financial-services/student-financial-accounting/index> for additional information. In addition, any debt owed to the University by an individual student will be subtracted from the refund due.

Parking Fee

Application for refund of parking fees may be obtained at the Cashier's Office. The Parking Decal must accompany the request for refund. Lost, stolen, or destroyed permits will not be replaced for students, faculty, or staff. A new permit must be purchased at the current cost.

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 Student Financial Services at sfs@csudh.edu or by phone at (310) 243-3780. Student Financial Services, or another office on campus to which Student Financial Services may refer the person, will review all pertinent information provided by the person and available to the campus and will advise the person of its conclusions.

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 the University Registrar's Office 1000 E. Victoria St. Carson, CA 90747. (310) 243-3648.

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. Students who have received financial aid and withdraw from the institution during the academic term or payment period may need to return or repay some or all of the funds received, which may result in a debt owed to the institution.

Average Support Cost of Education and Source of Funds per Full-Time Equivalent Student

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 2015/16 budget amounts were \$2,987,063,000 from state General Fund (GF) appropriations and before adding \$20.5 million CalPERS retirement adjustment, \$1,654,161,000 from tuition fee revenue and after tuition fee discounts (forgone revenue), and \$491,651,000 from other fee revenues for a total of \$5,132,875,000. The 2015/16 resident FTES target is 356,450 and the nonresident FTES based on past-year actual is 18,630 for a total of 375,080 FTES. The GF appropriation is applicable to resident students only whereas fee revenues are collected from resident and nonresident students. FTES is determined by dividing the total academic student load (e.g. 15 units per semester) (the figure used here to define a full-time student's academic load).

The 2015/16 average support cost per FTES based on GF appropriation and net tuition fee revenue only is \$12,790 and when including all sources as indicated below is \$14,101, which includes all fee revenue (e.g. tuition fees, application fees, and other campus mandatory fees) in the CSU Operating Fund. Of this amount, the average net tuition and other fee revenue per FTES

is \$5,721.

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

2015/16	Amount	Average Cost per FTES	Percentage
State Appropriation (GF) ¹	2,987,063,000	8,380	59.4%
Net Tuition Fee Revenue ²	1,654,161,000	4,410	31.3%
Other Fees Revenue²	491,651,000	1,311	9.3%%
Total Support Cost	5,132,875,000	14,101	100.0%

¹ Represents state GF appropriation in the Budget Act of 2015/16; GF is divisible by resident students only (356,450 FTES).

²A major change in the CSU budget appropriation beginning in 2014/15 is the fold in of state General Obligation bond debt service expense (\$197.2M) into the CSU main appropriation and movement of CSU lease revenue bonds debt service from a separately identified appropriations item to the CSU main appropriation item (\$99.1M).

The average CSU 2015/16 academic year, resident, undergraduate student basic tuition fee and other mandatory fees required to apply to, enroll in, or attend the University is \$6,815 (\$5,472 tuition fee plus \$1,343 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 specific campus 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 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 as established by Executive Order 1102, Section III. 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 to establish a new mandatory fee. The President shall provide to the campus 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.

FINANCIAL AID

The Financial Aid Office administers all financial aid programs available at CSU Dominguez Hills. Funds are provided to the University by federal and state governments and by private parties. Financial aid comes in three forms: gift aid (scholarships and grants), loans, and student employment. We offer a wide range of information on our website to assist students. Please visit <http://www4.csudh.edu/financial-aid/>.

To apply for financial aid, all students are required to file a Free Application for Federal Student Aid (FAFSA) or California Dream Act Application (AB540 classification) by the priority filing deadline of March 2. Submit the FAFSA online at www.fafsa.gov; the California Dream Act Application online at dream.csac.ca.gov. Students that submit their FAFSA or California Dream Act Application after the March 2 deadline will only be considered for any remaining funds.

Eligibility

To be eligible for financial aid, a student must be formally admitted to the University for the purpose of obtaining a degree, certificate or educational credential. Students who are admitted as Unclassified-Post-Baccalaureate are not eligible for financial aid. Students interested in borrowing a student loan must be enrolled at least half-time (6 units undergraduate/credential or 4 units 500-level courses for master's students).

A student must be a U.S. citizen or be in the United States for other than a temporary purpose (e.g. permanent resident or permanent immigrant). Students possessing an "F" or "J" visa or I-688A, I-688B or I-797 visa are not eligible for federal aid. A student's eligibility may also be affected by additional factors. For specific information, visit the Financial Aid Office website at <http://www4.csudh.edu/financial-aid/> or call the Financial Aid Office.

Availability of Institutional and Financial Assistance Information

The following information concerning student financial assistance may be obtained from the Financial Aid Office 1000 E. Victoria St. Carson, CA 90747, (310) 243-3691 or <http://www4.csudh.edu/financial-aid/>:

1. A description of the federal, state, institutional, local, and private student financial assistance programs available to students who enroll at CSU Dominguez Hills;
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 way the school provides for Pell-eligible students to obtain or purchase required books and supplies by the seventh day of a payment period and how the student may opt out;

7. 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;
8. The general conditions and terms applicable to any employment provided as part of the student's financial aid package;
9. The terms and conditions of the loans students receive under the Direct Loan and Perkins Loan Programs;
10. The exit counseling information the school provides and collects for student borrowers; and
11. Contact information for campus offices available for disputes concerning federal, institutional and private loans.

Information concerning the cost of attending CSU Dominguez Hills is available on the Financial Aid Office website 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.

The Financial Aid Office also acts as an information center for part-time employment opportunities, on and off-campus. To assist students with securing employment, students may view job listings via the website at <http://www4.csudh.edu/career-center/>. Students who do not have Federal Work-Study eligibility may be able to find employment on or near campus. Job listings are available at <http://www4.csudh.edu/career-center/>. You can also find employment opportunities by checking with on-campus departments.

If you have any questions about financial aid, please call the Financial Aid Office at (310) 243-3691. A customer service representative is available to assist students Monday -Thursday 8:00 a.m. to 6:00 p.m. and Friday 8:00 a.m.-2:00 p.m. The Financial Aid Office is located in Welch Hall, Room B-250. Email is finaid@csudh.edu. Office hours are subject to change. For the current office hours, please visit our webpage at <http://www4.csudh.edu/financial-aid/contact/index>.

Enrollment in Summer Session Courses

Financial assistance is available to regularly admitted students for attending summer session. Some forms of summer financial aid is based on remaining eligibility from the current school year. Eligible Federal Pell Grant recipients may receive any remaining funds from the current school year. Students interested in being considered for summer aid are asked to submit a Summer Request Form. The form is usually available on our website mid-March.

Selective Service Requirements

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>.

Consumer Information

Pursuant to federal regulations, institutions of higher learning are required to inform prospective and continuing students, staff, and faculty regarding information about the Annual Security Report, crime statistics, graduation rates, Family Educational Rights and Privacy Act of 1974 (FERPA), athletic participation rates/financial support (Equity in Athletics Disclosure Act), Drug and Alcohol Policy, and other campus policies. This information is accessible at the following website: www.csudh.edu/consumerinfo.

The website includes links to the following: Annual Security Report, Jeanne Clery Crime Statistics, Copyright Policy, Drug and Alcohol Policy, Equity in Athletics Disclosure Act (EADA), Family Educational Rights and Privacy Act (FERPA), Federal Compliance Disclosures and Reports, Important Housing Policies and Disclosures, Graduation Rates, Campus Life Policies and Important Campus Policies.

California Dream Act

The California Dream Act of 2011 allows students who meet AB540 criteria to apply for and receive certain state and institutional financial assistance programs.

What are the AB540 requirements? The student must have attended a high school (public or private) in California for three or more years, must have graduated from a California high school or attained the equivalent prior to the start of the term (for example: passed the GED or California High School Proficiency exam) a student who is without lawful immigration status must file an AB540 Affidavit (California Non-Resident Tuition Exemption Request form) with the college or university stating that he or she 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. Complete and submit the affidavit to the Admissions & Records Office located in Welch Hall Room C-290.

What assistance is available for AB540 students?

AB130 Scholarships

AB130 allows students who qualify under AB540 to apply for non-state funded scholarships. This law took effect on January 1, 2012. For more information on scholarships available to students visit the CSUDH scholarship page.

AB131 Grants

AB 131 allows students who qualify under the AB540 to apply for and receive state-funded financial aid such as institutional grants, community college fee waivers, Cal Grant and Chafee Grant. This law takes effect on January 1, 2013.

Students may be selected for institutional verification of their application data. This will require the student to submit verification documents, such as information on household size, number in college, income verification, selective service verification for males, etc.

AB2000 and Dream Act Application

Beginning January 1, 2015 AB 2000 amends the school attendance requirement of AB 540 and designates that if a student has not attended a California High School for at least three years, that portion of the eligibility criteria may be replaced by the following:

- Attainment of three years' worth of high school credits from a California High School (equivalent to 3 or more years of full-time high school coursework), and
- A total of 3 or more years of attendance in California elementary or secondary schools, or a combination of those schools (the years do not have to be sequential).

The California Dream Act Application is for:

- Undocumented students who meet AB 540/AB 2000 criteria,
- U visa holders, and
- AB 540 eligible students who hold a Social Security Card obtained through Deferred Action for Childhood Arrivals (DACA); DACA holders are not eligible noncitizens.

AB 540 undocumented students should fill out only one application, the California Dream Act Application and not the Free Application for Federal Student Aid (FAFSA).

How to Apply

- The complete a new online Dream Act Application visit:
<https://dream.csac.ca.gov/application/NewUserAccess.aspx>
- If you are a returning student visit
<https://dream.csac.ca.gov/security/ApplicantLogin.aspx> to renew your Dream Act Application.
- Students who wish to apply for the Cal Grant programs in addition to State University Grant and Educational Opportunity Program Grants should apply between during the priority application filing period. Visit www.csac.ca.gov for the current application deadline date.

Scholarships

CSU Dominguez Hills, through the generous donations of sponsors and friends of the University, offers scholarships to assist academically qualified students. The following programs may require a separate application. Unless otherwise noted, the applications are available in November in the Financial Aid Office, WH B-250 or visit www.csudh.edu/scholarships to print an application.

In addition to University Scholarships, we are pleased to offer on-line scholarship searches where students can navigate their way through an array of different scholarship search sites. Computers are located in the Financial Aid Office for students to use to search for scholarships, fellowships, and grants. Staff members are also available to assist students as needed. Students can also access scholarships by visiting www.csudh.edu/scholarships. Listings for outside scholarships are received throughout the year.

The deadline dates listed are effective for applications for scholarships.

University Scholarships

- **Alan Pattee Scholarship.** Pursuant to the Alan Pattee Scholarship Act, Education Code Section 68120, children of deceased public law enforcement or fire suppression employees, who were California residents and who were killed in the course of law enforcement or fire suppression duties, are not charged mandatory system wide fees or tuition of any kind at any California State University campus. Students who may qualify for these benefits should contact the Office of Admissions and Records for eligibility determination.
- **Alcoa STEM.** Five \$5,000 awards. Awarded to current outstanding CSUDH students majoring in the STEM (Science, Engineering, Technology, and Math) fields, from the ALCOA/South Bay service area. Must have Junior or senior standing with a minimum of 3.0 GPA. Deadline
- **Boice Bowman Student Leadership Scholarship.** Scholarship created to enhance educational opportunities for students who demonstrate leadership skills and community service. Open to all undergraduate majors. Must be enrolled full-time, have a minimum 3.0 GPA and demonstrate leadership skills as a member of the campus community and show evidence of community service. Deadline: January
- **Catalina Island Scholarship.** Award amount varies. Awarded to current CSUDH students. Must be a current Catalina Island Resident or attended high school in Catalina Island. Deadline: January
- **California State University Dominguez Hills Alumni Scholarship.** Award amount varies. Awarded to a full-time undergraduate and graduate. Must be enrolled full-time during the spring semester to apply for the scholarship. Must be enrolled full-time fall semester to receive the scholarship. Must have earned at least 12 undergraduate units or 8 graduate units. Minimum of 3.0 GPA. Applications available during the spring semester. Deadline: April
- **CSU Dominguez Hills Black Faculty and Staff Association Deborah C. Sears Scholarship.** Annual Scholarships awarded with amounts that range generally from \$500 to \$1000. Scholarships are awarded to full-time undergraduate CSUDH students who demonstrate academic excellence, participate in community service and/or CSUDH school involvement, are interested in improving the communities in which they live, and exemplify the mission and goals of the CSU, Dominguez Hills Black Faculty and Staff Association. For additional information, call Khaleah Bradshaw, (310) 243-2423. Deadline: April.
- **CSUDH Faculty and Staff Scholarships.** Scholarship amount varies. Applicants must be currently attending CSU Dominguez Hills as full-time, undergraduate or graduate students in fall and have a minimum 3.0 GPA. Also, students must demonstrate school and community involvement. Deadline: January.
- **CSU Future Scholars.** Thirty \$1,000 scholarships awarded to entering freshmen or transfer students from an economically, educationally, and/or environmentally disadvantaged background. Must be a full-time student during award year. Scholarships may be renewable. Deadline: January.
- **David Barclay Scholarship.** \$1000 award; number of awards is based on available funding. Awarded to Undergraduates who have Junior or Senior Standing in any major with a minimum 3.00 GPA. Must have demonstrated financial need. Deadline: January.
- **Dorothy M. Hagan and Juanita W. Hicks Scholarship.** A \$1,000 scholarship will be awarded to one CSUDH student. Student must complete a separate application and submit an

essay (double spaced, less than 500 words) describing how receiving the scholarship would make a difference in their life. The scholarship is not renewable. Deadline: January.

- **Dr. Leonard Moite Scholarship.** One \$500 award to students majoring in or pursuing a concentration in Finance or Economics. Enrolled in at least two Finance or two Economics classes in the semester applied. Junior or senior standing with a Minimum 3.0 GPA. Committed to attaining a Master's Degree, Doctorate or Professional Degree. Must submit a copy of CSUDH unofficial transcript, 500 word double spaced personal statement and one letter of recommendation from finance or economics faculty member. Deadline: January.

- **Dr. Lois W. Chi - Emeritus Faculty Association Science Scholarship.** Scholarships of \$1,000 to \$2,500 awarded annually to allow registered undergraduate students to continue studies majoring in biology, chemistry, or in a related field in the natural sciences. Applicants are to have a GPA of 3.0 or better and have a need for financial assistance. (The committee might consider applications from graduate students only if well-qualified undergraduate students fail to apply). Students who apply must submit an Emeritus Faculty Association Scholarship Application including all attachments (transcripts and at least two letters of recommendation preferably from prior teachers), and a brief narrative statement detailing professional goals, academic achievements, financial need, and other information the applicant would like to provide. Documents are to be submitted by mail or personally delivered to the Office of the President of CSU Dominguez Hills, located in Welch Hall room 450, attention: Emeritus Faculty Association Scholarship Committee. The deadline to apply is in March. Awards will be announced by the end of the spring semester and funds released at the beginning of the following fall and spring semesters.

- **Edison International STEM Scholarships.** \$5,000 award. Students majoring in the STEM (Science, Engineering, Technology, Math) fields who currently live or attended high school in the Southern California Edison service area, have Junior or Senior standing, and a minimum of 2.8 GPA. Must complete a separate application. Deadline: January.

- **Herman O'Melia Scholarship.** Award amount varies based on available funds. Minimum award is \$500. Undergraduate in any major. Must have a 3.0 CSUDH GPA, be a U.S. Citizen, a resident of Los Angeles County and demonstrate financial need. Deadline: January.

- **Honors Scholarships.** \$2,500-\$3,000 scholarships will be awarded to high achieving high school graduates and community college transfer students. Students who reside on campus may be considered for an additional award of \$500. High school graduates must have a minimum 3.4 GPA and a 1000 SAT I or 25 ACT score. Community college transfers must have a minimum 3.2 GPA and must meet all of the general education requirements. The scholarships are renewed annually for up to three years for entering freshman and renewable for one additional year for community college transfers. Students must complete 12 units each semester and maintain a 3.0 GPA. Deadline: January.

- **James and Jocelyn Lyons Scholarship.** Award amount varies. Must be entering CSUDH as a first-time freshman. Minimum of 3.0 GPA. Must demonstrate enthusiasm for a university education. Deadline: January.

- **Jamina O. Barnes Memorial Scholarship.** The CSUDH Alumni Association created the Jamina O. Barnes Memorial Scholarship, in memory of the former director of Alumni Relations at Dominguez Hills. The scholarship may be used for fees and books. The amount of the scholarship funds granted will be based on the recommendation of the Jamina O. Barnes Scholarship Committee. Requirements: Full-time undergraduate (12 units) or graduate (8 units) student enrolled at Dominguez Hills. The applicant must have earned at least 12 undergraduate

units (or 8 graduate units) at CSUDH with a minimum 3.0 CSUDH GPA. Please provide an official copy of your CSUDH transcript. Students must be able to demonstrate their personal commitment and ongoing contributions of community/university service involvement (volunteer or paid). With the completed application, submit a 250-word type-written essay on "What community/university service involvement means to you and how has it enriched your life?" Students must be enrolled full time during the fall semester to receive the award. Applications must be typed or neatly printed. Minimum scholarship amount is \$500. For questions regarding the scholarship, please contact Steve Silbiger (310) 468-7475 or via email at steve_silbiger@toyota.com. Deadline: April.

- **Katherine Bogdanovich Loker Scholarship.** One \$4,000 scholarship renewable annually for up to four years to an entering first-time freshman. Must have a minimum high school grade point average of 3.0, which must be maintained throughout the duration of the scholarship. Must be a resident of Carson, Palos Verdes, San Pedro, Torrance, or Wilmington, CA. Must become a full-time student at CSU Dominguez Hills while pursuing a bachelor's degree. Deadline: January.
- **Latino Faculty and Staff Association Scholarship.** Five \$400 scholarships awarded annually to CSUDH continuing undergraduate and graduate students. Students must complete a separate application, which will be available at <http://www.csudh.edu/studentaffairs/financialaid/scholarships>. Applicant will be evaluated on GPA, campus/community involvement, and financial need. Winners must attend the Dolores Huerta Graduation Ceremony. Deadline: May.
- **Leo F. and Margaret B. Cain Emeritus Faculty Association Scholarship.** A scholarship for \$1,000 - \$2,500 awarded annually. Outstanding undergraduate students may apply but preference will be given to graduate students. To apply for this scholarship, students must submit an Emeritus Faculty Association Scholarship Application including all attachments (transcript & letters of recommendation). Applicants should attach a narrative statement to their scholarship application which demonstrates excellent academic performance and career commitments to teaching or academic research, educational administration, or other types of public service. All documents are to be submitted to the CSUDH Emeritus Faculty Association, Office of the President located in Welch Hall room 450, Scholarship Committee. The applicant's financial need and other scholarships received will be considered as part of the selection process. The deadline to apply is in March. Awards will be announced by the end of the spring semester.
- **Lonnie Gene Sims Memorial Scholarship.** One \$2,000 award to an Undergraduate or Graduate student majoring in Quality Assurance, Mathematics, Chemistry, Biology, Physics or another STEM major with a 3.0 GPA in good standing with the University and live in the city of Compton or a graduate of Compton High School. Deadline: January.
- **Lucia and Leopoldo García Scholarship.** Award amount varies. Awarded to an entering freshman from an area high school with a 3.0 GPA or better. Must complete a separate university scholarship application and submit a one-page essay describing their enthusiasm for a college education. Deadline January.
- **Mark Steven Sankey Memorial Scholarship.** One \$1000 award to Undergraduate at CSUDH with Junior or Senior standing who demonstrates financial need, with a minimum 3.00 GPA. Deadline: January.
- **Miriam Matthews African American Visions Endowed Scholarship.** One \$1,000 scholarship will be awarded each year (to a re-entry female). Students must be of junior and senior academic status who show scholastic excellence, financial need and outstanding service to

CSU Dominguez Hills and the local community. A minimum 2.7 GPA is required. For additional information, call Khaleah Bradshaw, (310) 243-2423. Deadline: April.

- **Osher Scholarship Program for California Community College Transfer Students.** Awarded to students who transfer from a California Community College for the upcoming fall semester. Transferring from a California Community College with at least 60 semester or 90 quarter units. Student must show academic promise and commitment to complete a bachelor's degree and demonstrated financial need. Students must complete a separate application and submit a résumé that highlights awards and honors, school related activities, community related activities, work experience and other notable achievements. Deadline: January.
- **Pitler-Langman Scholarship.** A \$1,000 scholarship awarded to a sophomore or junior with a 3.0 GPA who demonstrates a financial need. May be renewable. Deadline: January.
- **Presidential Scholarships.** CSUDH's most prestigious scholarship covering full fees four years for newly admitted freshman and two years for transfer students for the upcoming fall semester. High school graduates must have a minimum 3.5 GPA and a 1000 SAT I or 25 ACT score. Community college transfer students must have a minimum 3.5 GPA and 60 transferable units. All recipients must complete 12 units each semester and maintain their cumulative GPA according to scholarship requirements. This award is renewable for up to an additional three years for entering freshman and renewable for one additional year for community college transfers. Deadline: January.
- **René Romero Memorial Scholarship.** René Romero was a student at CSU Dominguez Hills, majoring in digital media arts and audio recording. He was a devoted campus leader. An endowment has been established and the first scholarship was awarded fall 2015. Applicants must be an undergraduate majoring in Audio Recording with a 2.8 CSUDH GPA or higher. Complete a University Scholarship Application and submit a Personal Statement (500 words or less) describing your future career/college/ personal goals, why a college education is important and how your degree will transform your life and the community you live in. Deadline: June.
- **Sigma Pi Robert Hashimoto Memorial Scholarship.** Scholarship award amounts may range from \$500 to \$700. This scholarship is awarded to a student or students who have shown leadership on campus and within the community. The scholarship may be applied to tuition and school fees. Applicants must be currently enrolled at CSUDH and in good academic standing. To apply, students must submit the Robert Hashimoto Scholarship application, official academic transcripts, and one letter of recommendation. For an application, please contact Dave Parikh at (714) 846-1833 or via e-mail at dave@dhsigmapi.com. Applications must be postmarked by April 7th of each year and received by April 13th of each year.
- **TELACU Scholarship.** Annual scholarships awarded of \$1,000. Two types of scholarships are available: continuing scholarships and one year scholarships. To be eligible applicants must permanently reside in unincorporated East Los Angeles, Bell Gardens, Commerce, Huntington Park, Montebello, Monterey Park, South Gate or City of Los Angeles. Applicants must be a first-generation college student, be from a low-income family, a U.S. citizen or permanent resident, and have a minimum 2.5 GPA. Applicants must also demonstrate outstanding academic potential; genuine commitment to the community; and a need for financial and academic support in order to successfully complete a postsecondary program. Applications will be available in the Financial Aid Office after December 1 each year.
- **Vic and Curly Scholarship.** Award amount varies. One scholarship awarded to an academically qualified, first-time freshman who demonstrates financial need. Academically qualified. Must demonstrate financial need. Deadline: January.

- **Yvonne Brathwaite Burke Scholarship.** Award amount varies. Awarded to a full-time CSUDH student majoring in Public Administration, Criminal Justice Administration, Labor Studies, Economics or Political Science. Must be enrolled as a full-time CSUDH student with a minimum of 3.0 GPA. Resident of the County of Los Angeles. Demonstrate community involvement related to improving opportunities for children, encouraging economic development, or improving transportation in Los Angeles. Deadline: January.

Departmental Scholarships

Art

- **Art Scholarship.** One scholarship awarded annually on merit to an African-American or Chicano/Latino Art major who is a continuing full time student at CSU Dominguez Hills. Must have an Art major GPA of at least 3.5 and must demonstrate financial need. The award can only be used towards educationally related expenses such as tuition, fees, books and/or art supplies. Applications available the second week of March. Annual deadline is the first instructional Monday of April. Contact the Art Department located in LaCorte Hall room A-109 or call (310) 243-3310 for applications and the most current selection criteria.

Athletics

Visit the Athletic Department, South Academic Complex 3 (SAC 3) or call (310) 243-3893 for further information and appropriate deadlines.

- **Athletic Grants-In-Aid.** Available to qualified student athletes. The awards are made to both men and women students.

Clinical Sciences

A number of scholarship opportunities are now available exclusively for Clinical Science majors. Work/loan reduction programs are also available in some areas.

- **Clinical Science Scholarships.** The Clinical Sciences' Scholarships are available to all Clinical Science majors. Completed applications are reviewed by the Clinical Sciences Scholarship Committee with recommendations sent to the Clinical Sciences Scholarship Director. Contact the Clinical Science Program Coordinator located in Welch Hall room 330 or call (310) 243-3748 for applications, the most current selection criteria, and detailed information of other scholarships and loan programs.

College of Business and Public Policy Scholarships

A wide range of scholarships are awarded to CSUDH undergraduate and graduate students pursuing degrees in the fields of Public Administration and Criminal Justice Administration. Awards range from \$250 to \$1,000. Students must be currently enrolled and pursuing a degree in Public Administration or Criminal Justice Administration at CSUDH. To view specific guidelines for each individual scholarship, please visit <http://cbapp.csudh.edu/scholarships>. Deadline: April.

College of Education

A wide range of scholarships are awarded to students in the College of Education at CSUDH. For more information on available scholarship opportunities call the College of Education Student Services Center at (310) 243-3525 or visit <http://www4.csudh.edu/coe/resources-links/financial/index>.

Graduate Equity Fellowships

Award amount up to \$5,600. Awarded by the CSUDH Graduate Studies Office to graduate students with strong academic records and financial need; renewable for two years. Must be accepted into a CSUDH graduate program, have a faculty sponsor, and commit to a research project. Students must complete a separate application, available in the Graduate Studies office, Welch Hall room 445. Contact the Graduate Studies Office at (310) 243-3693 for deadline.

Health Science

- **Karg Scholarship.** Awarded to a graduating student in the Orthotics and Prosthetics Program every two years. Contact the Health Science Department, located in Welch Hall room 385C or call (310) 243-2170 for further information.

History

- **Jack Kilfoil Memorial Scholarship.** Must be a current CSUDH student majoring in History or community college or high school student entering CSUDH to pursue a major in History. Award amount varies. To apply complete a CSUDH Scholarship Application Form, <http://www4.csudh.edu/financial-aid/scholarships/university-scholarships/index>, Provide a sample of your historical writing, transcripts (non-official accepted) and a personal statement to: Jack Kilfoil Memorial Scholarship Selection Committee, History Department, La Corte Hall A-342. Applications may also be mailed to JKMS Selection Committee, History Department, CSUDH, 1000 E. Victoria St., Carson, CA 90747. Deadline in the spring.

International Study

Unless otherwise noted, contact the International Education Center, SCC 1364 or call (310) 243-3919 for further information.

- **Del Amo Foundation Scholarship.** The scholarship is awarded to outstanding students for study in Spain through the International Program.
- **International Study Scholarship.** The scholarship is awarded to outstanding students for semester or year-long study abroad.

Kinesiology and Recreation

- **Tri-Carson Scholarship.** Two \$1,000 awards to a CSUDH Junior or Senior CSUDH Standing student in the Division of Kinesiology and Recreation that demonstrates financial need with a minimum 3.00 GPA or above. Deadline: January.

Math

- **William Armacost Memorial Scholarship, Marcie Stewart Memorial Scholarship.** Student must be a currently enrolled undergraduate in a Mathematics major (any option). Additional requirements apply to each scholarship. Students must complete a separate application for each scholarship. Applications and the current announcement with complete requirements are available at CSUDH.EDU/Math.

Music

Contact the Music Program, LCH E-303 or call (310) 243-3543 for application and deadline information. Most Music scholarships require auditions, which are held after the filing period.

- **Jubilee Choir Scholarship.** This scholarship, contributed to the University by the CSU Dominguez Hills Jubilee Choir, is awarded annually to a student who is a full-time music major with a specialty in voice.
- **Louis Bell Memorial Scholarship.** The award provides assistance to students who excel in musical performance.
- **Marshall Bialosky Scholarship Fund.** This endowment was established honoring the CSU Dominguez Hills founding Music Department chairman. It provides financial assistance to a music major.
- **Mary L. and Frederick C. Peters Memorial Scholarship.** These scholarships are designed to further enhance and encourage orchestral musicians to continue their studies at CSU Dominguez Hills.
- **Mu Phi Epsilon Scholarships.** Gamma Sigma Collegiate Chapter. These scholarships are awarded to continuing students who are members of the Mu Phi Epsilon Professional Music Fraternity. These scholarships are based on achievement, grade point average, and service to the department and fraternity. Three awards are offered each year, one each in the areas of Music Performance, Music Education, and Audio Recording and Music Synthesis. Other local and international awards are also available to members.
- **Music Department Scholarship.** Students who excel in music performance are provided financial assistance.
- **The National Academy of Recording Arts and Sciences.** This scholarship, created with an endowment from the National Academy of Recording Arts and Sciences, is awarded to continuing students, with a major in audio recording or music synthesis option.

Nursing

Detailed information for each award or scholarship is available by contacting the Division of Nursing at (800) 344-5484 or by visiting <http://www4.csudh.edu/son/scholarships-awards/index>.

- **Academic Preceptor Nursing Residency Program.** Scholarships providing a structured guided learning experience at UCI Medical Center or VA Long Beach to qualified minority students in order to enhance an understanding of advanced roles and career opportunities in nursing.
- **Advanced Education Nursing Traineeship.** Graduate nursing (MSN) students may apply for the Advanced Education Nursing Traineeships for the academic year. Students who are qualified and submit a complete application will be awarded full tuition/fee

reimbursement for each fall and spring semester. Student will also receive a stipend. The stipend amount depends on the number of qualified students who apply for these funds. Stipend funds are considered taxable income.

- **American Association of Critical Care Nurses.** Educational Scholarship Program AACN Scholarships encourage nurses to make their optimal contribution in promotion of the Association's vision of a healthcare system driven by the needs of patients and families.
- **Health Professions Education Foundation.** The Bachelor of Science Nursing Scholarship and Loan Repayment Nursing program offers up to \$19,000 in scholarship and loan repayment for BSN students and graduates accepted or enrolled in a BSN program in California.
- **Home Care Nursing Scholarship Award.** The California Association for Health Care Services at Home (CAHSAH) has established a Home Care Nursing Scholarship fund to provide support for Division of Nursing Stateside BSN students who have demonstrated a commitment to home and to the community.
- **Kaiser Nursing Scholarship Award Series.** Annual scholarship available to all BSN and MSN students.
- **Minority Nursing Education Foundation (MNEF) – Scholarship.** MNEF scholarships are for students who have successfully completed at least one year of education in a nursing school. MNEF aims to support individuals by providing financial assistance. The normal timeframe for the scholarship is an announcement in May, application deadline in July, and award announced in August. The following is the criteria to apply for an award through MNED.
- **Registered Nurse Education Loan Repayment Program.** Scholarships available to BSN students planning to serve communities and facilities with shortages of RNs and to increase number of underrepresented minorities of RNs.
- **San Diego Black Nurses Association, Inc.** Scholarships awarded annually. Available to currently enrolled BSN or MSN students with demonstrated financial need and one semester to complete degree
- **Shirley C. Titus Scholarship Fund.** Scholarships for graduate level study offered by the California Nurses Association.
- **Joyce Lee Harper Award.** Mr. David Harper has established a \$500 scholarship for nursing students in memory of his wife Joyce Lee Harper, who died from cancer. The Harper family wishes to acknowledge the significant and meaningful contribution hospice and oncology nurses made to the comfort and well-being of Joyce Harper during her illness and end of life.
- **Outstanding BSN Fall/Spring.** Must be a BSN student at CSUDH. Recipient receives an award plaque. Award presented at the Sigma Theta Tau Induction Ceremony the following May.
- **Outstanding MSN Fall/Spring.** Must be a MSN student at CSUDH. Recipient receives an award plaque. Award presented at the Sigma Theta Tau Induction Ceremony the following May. Tau Induction Ceremony the following May
- **Cynthia G. Johnson School of Nursing Community Service Student Award.** Each year the SON honors one outstanding graduating MSN student and one outstanding BSN student at the commencement ceremonies. Any BSN or MSN enrolled in a School of Nursing degree program and must be graduating in the year selected with a GPA of 3.5 in the Nursing Major.

- **Reserve Member Stipend Program Awards – Department of Veterans Affairs.** Scholarships are available for the final two years of baccalaureate and entry-level Master's degree in nursing. Awards involve a two-year service obligation in a VA Medical Center
- **Spirit of Nursing Award.** Sponsored by the Army Nurse Corps and the National Student Nurses' Association.

Physics

- **Sam Wiley Scholarship.** Awarded to continuing Physics majors with a 3.0 GPA and enrolled at CSUDH. Preference will be given to full-time students. For questions and additional information on the scholarship, please contact the Physics Department Office at (310) 243-3591.
- **Philip Johnson Scholarship.** A scholarship of \$1000 is awarded to a junior or senior Physics major who is judged on potential for academic excellence in Physics as evidenced by past scholastic performance and letters of recommendation. Contact the Physics Department at (310) 243-3591 for further information.
- **Theodore Will Scholarship.** A scholarship of \$500 is awarded to a freshman or sophomore Physics major who is judged on potential for academic excellence in Physics as evidenced by past scholastic performance, and letters of recommendation. Contact the Physics Department at (310) 243-3591 for further information.

Political Science

- **The Michael O'Hara Memorial Scholarship** is offered to outstanding students majoring in political science. Please contact the Political Science Department, SBS D-311, (310) 243-3444 for details.

Public Administration

Contact the Department of Public Administration, SBS D-311 or call (310) 243-3444 for further information.

- **Abraam Krushkhov Memorial Scholarship.** In memory of former Public Administration faculty member and distinguished practitioner, this scholarship is awarded annually to an undergraduate or graduate student majoring in Public Administration. Selection criteria include financial need, academic performance, and career goals or research interests in municipal administration, urban planning, or current urban issues.

Quality Assurance

- **Muriel Mantes Scholarship.** Maximum award is \$1,000. Scholarships are awarded to outstanding students in either the bachelor's or master's programs in Quality Assurance who have studied at least one year of measurement sciences. GPA requirement in minimum 3.0. To apply students must contact the Coordinator of the Quality Programs.

ROTC

- **Army ROTC Scholarship.** The Army ROTC scholarship Program and the Army ROTC Green to Gold Scholarship Program provide opportunities for high school graduates and enlisted members of the Army to complete their baccalaureate degree and also earn commission through participation in the ROTC scholarship program. Scholarships can pay full tuition and fees (in-state or out-of-state) or room and board (up to \$10,000/year). Contact the Department of Military Science at 310-243-3017.
- **ROTC Scholarships.** Two, three and four year ROTC scholarships are available for qualified CSU Dominguez Hills students who have been accepted into an Army or Air Force Reserve Officer Training Corps program at one of the participating universities in the Los Angeles basin. The scholarships may pay for tuition, fees, and books. For more information call the ROTC program at: > Loyola Marymount University (310) 338-2770, > California State University at Long Beach (562) 985-5436, University of California at Los Angeles (310) 825-1742, or University of Southern California (213) 740-2670.

Sociology

- **Anne Peters Memorial Scholarship.** Award amount \$700 - \$1,000. Awarded every spring semester to students pursuing studies in Sociology, Labor Studies or Interdisciplinary Studies. Must be a Sociology major or minor, Labor Studies student, or Interdisciplinary Studies major. Students must complete a separate application, available from the CSUDH Sociology Department, SBS B-334. Contact the Sociology Department at (310) 243-3431 for application and deadline information.

Social and Behavioral Sciences

- **Anne Peters Memorial Scholarship.** One to three scholarships awarded every spring semester. Award amount is \$300-\$700. Must be Sociology major or minor, Labor Studies major, or Interdisciplinary Studies major. Applications available 5th week of the Spring semester in Sociology Department, SBS B-334.
- **George B. Simon Scholarship.** This memorial scholarship is awarded to an outstanding first year graduate student in the Psychology Master's program. Contact SBS A-331 or call 310) 243-3467 for more information.

Theatre Arts and Dance

Contact the Theatre Arts Department, LaCorte Hall room A-111, or call (310) 243-3588 for further information.

- **Carol Tubbs Dance Scholarship.** This scholarship was established for students who: Have declared a major in Theatre Arts with a Dance Option; have taken an active role in Dance Program Activities; have been recognized by the faculty as a versatile performer or scholar who can perform in many styles of dance and in varied performance venues; have demonstrated commitment to the Dance Program and Dance Productions, provide an example of positive leadership; strong work ethic, and incomparable dedication. All students must have a cumulative GPA of 3.0 in order to be considered. This application is

for all students who will be enrolled full-time in the Dance Option in a sophomore, Junior, or senior standing in the 2016-2017 school year. Students must complete a separate application available at <http://www.cla.csudh.edu/danceawards.htm>. Deadline: During Spring Semester.

- **Dominguez Theatre Guild Scholarships.** One outstanding Theatre Arts student is provided with \$500 in financial assistance for a semester (a total of two for the academic year).
- **Charlotte Gibson Memorial Scholarship.** An exceptional student in Theatre Arts will receive \$500 each year for all-around theatrical and academic excellence. Recipients should be junior majors entering into their senior year.
- **Play Box Award.** This award is presented by the Dominguez Theatre Guild to that student who has displayed superior overall theatrical skills, over their entire CSUDH career. An award of \$250 is provided.

GENERAL EDUCATION

The General Education program has been designed to complement the major program and electives completed by each baccalaureate candidate in order to assure that graduates have made noteworthy progress toward becoming truly educated persons. It is deliberately structured to provide a breadth of the necessary skills and knowledge required of a well-educated graduate. The program enables CSUDH students to take part in a wide range of human interests and activities; to confront personal, cultural, moral, and social problems that are an inevitable part of human life; and to cultivate both the requisite skills and enthusiasm for lifelong learning.

A technologically complex society requires its members to be sophisticated in gaining access to and evaluating information, both by traditional means and utilizing modern technology. Because of this requirement, General Education allows students to have developed knowledge of, or skills related to, quantitative reasoning, information literacy, intellectual inquiry, global awareness and understanding, human diversity, civic engagement, communication competence, ethical decision-making, environmental systems, technology, lifelong learning and self-development, and physical and emotional health through a lifetime.

Specifically, students completing the General Education program will have:

- achieved the ability to engage in intellectual inquiry, to think clearly and logically, to find information from a variety of sources and examine it critically, to communicate effectively orally and in writing, to reason quantitatively and qualitatively, to understand and apply the scientific method, to make effective use of the existing technologies, and to solve problems and make informed and ethical decisions;
- acquired appreciable knowledge about their own bodies and minds, including practical knowledge about their health and ways to maintain it, about how human society has developed and how it now functions, about the physical world in which they live, about the other forms of life with which they share that world, and about the cultural endeavors and legacies of their civilizations;
- come to an understanding and appreciation of the principles, methodologies, value systems, ethics, and thought processes employed in human inquiries and actions, as well as applicable laws and the subjects of their protection.

The guiding assumption underlying Dominguez Hills General Education offerings is that they are courses for non-specialists, presenting subject matter related to the wider context of knowledge and stimulating interest in lifelong learning. Ordinarily, such courses are different from introductory lower division courses for a major, and at the upper division level are not courses used in a major. General Education courses present breadth, deal with representative concepts, and provide for some integration of these concepts with further study.

The General Education Program, which is divided into three components, requires 55-62 semester units: (A) 12-14 units of Basic Skills; (B-E) 34-36 units of lower division General Education divided among Natural Sciences and Quantitative Reasoning (10-12 units), Humanities (9 units), Social Sciences (12 units), and Lifelong Learning and Self-Development (3 units), and (F) 9 units of upper division Integrative Studies. In addition, students must take a course that emphasizes cultural pluralism (0-3), but which may also satisfy General Education or other graduation requirements. Finally, students must complete at least 9 semester units in General Education at CSU Dominguez Hills.

Lower division General Education courses may be "double counted" in either the major or the minor. Upper division General Education courses may be double-counted in the following majors only: Liberal Studies, Clinical Sciences, Interdisciplinary Studies, and the Nursing program (majors in these programs should consult their faculty advisor for details).

Upper division General Education courses may be double-counted in the minor if: (a) at least 12 semester units are taken in the minor exclusive of General Education courses and (b) General Education courses used in the minor have the approval of the chair/coordinator responsible for the minor. Even though students may double-count certain General Education courses, they will not receive additional unit credit towards graduation by double-counting; for example, a double-counted course counts three units not six towards graduation.

CSUDH may permit up to 6 semester units taken to meet the US History, Constitution, and American Ideals Requirement (Title 5 of the California Code of Regulations, Section 40404) to be credited toward also satisfying GE Requirements.

Honors Program

An Honors Program for new and continuing students began in fall 1983 with specially-designated sections of General Education courses. This program provides Honors Students with opportunities for special study, advisement and enrichment programs throughout their undergraduate careers. For further information, contact the coordinator of the Honors Program.

A. Basic Skills

Basic Skills are those skills that can be obtained through coursework in the following areas: composition, quantitative reasoning, logic/critical reasoning, oral communications, library, and computer literacy and information technology skills, and lifelong learning and self-development. The Basic Skills component of General Education is designed to help students: read with critical perception materials written for the nonspecialist; express ideas easily and effectively; handle quantitative data and concepts at the level necessary for the nonspecialist; think coherently and logically about problems facing human beings as well as to apply quantitative reasoning concepts and skills to solve them; make informed, ethical decisions; utilize technology in pursuit of intellectual growth and efficacious human interaction; demonstrate life skills such as financial literacy and computer literacy; and use source material easily, effectively, lawfully, and honestly; in particular, understand the concept of plagiarism and its consequences. Since the acquisition of Basic Skills is essential to a successful baccalaureate experience, students are strongly urged to complete the courses as early as possible in their baccalaureate programs.

A1. Objectives for Basic Skills in Composition

Students who complete the Basic Skills requirement in Composition shall develop proficiency in oral and written communication in English. In particular, they will be able:

1. to compose sentences and to use diction appropriate to the purpose, occasion and audience of a composition, and in a manner characteristic of a truly educated person;
2. to use paragraphs effectively either as unified and coherent units of thought in exposition, or as segments of an unfolding piece of narration/description;
3. to order the parts of a composition to achieve an objective;

4. to formulate and develop a controlling idea for each full composition written (the term "idea" is here taken in its generic sense to include the notion of an image or a sensation, as, for instance, in a paper that seeks to organize details to project a significant impression);
5. to write a two- or three-page paper that is virtually free from errors in usage and mechanics;
6. to recognize appropriate sources, to use them correctly and to follow scholarly conventions of documentation;
7. to write effective expository prose using organizational frameworks such as definition, enumeration, classification, comparison and contrast, cause and effect, and analysis; and
8. to write a short paper that assembles, integrates, organizes, documents and presents evidence in support of a thesis.

Students are exempted from Basic Skills courses in English Composition by a suitable score on the Advanced Placement Test, the English Equivalency Examination, or a composition challenge examination.

A2. Objectives for Basic Skills in Logic/Critical Reasoning

Students who complete the Basic Skills requirement in Logic/Critical Reasoning will be able to:

1. understand basic logic and its relation to language; elementary inductive and deductive process, including an understanding of the fallacies of language and thought;
2. recognize the differences between assumptions, inferences, conclusions, facts and opinions;
3. develop the abilities to analyze, criticize, and advocate ideas; to reason inductively and deductively, and to reach well-supported factual or judgmental conclusions; and
4. apply the concepts and skills of critical reasoning to solve academic and everyday problems.

Students are exempted from the Basic Skills course in Logic/Critical Reasoning by a suitable score on a challenge examination.

A3. Objectives for Basic Skills in Oral Communication

Students who complete the Basic Skills requirement in Oral Communication will be able to:

1. discuss the elements of oral communication, including basic rhetorical strategies in speech;
2. give lucid, logical and persuasive speeches in a variety of contexts;
3. display self-confidence in interpersonal and group communication;
4. utilize effective delivery techniques; and
5. listen to and analyze the effectiveness of other speakers.

Students are exempted from the Basic Skills course in Oral Communication by a suitable score on a challenge examination.

A4. Objectives for Basic Library Skills (optional)

Students who complete the Basic Skills requirement in Library Skills will be able to:

1. demonstrate familiarity with the existence and types of library services and major resource areas, e.g. Reference Collection, Government Documents;
2. use the catalog effectively and locate materials identified through the catalog;
3. use several basic periodical indexes and locate materials identified through these indexes;
4. formulate (and refine as necessary) a topic and thesis sentence suitable for a library research paper of 10 to 20 pages;
5. indicate the need for evaluation of sources' suitability and relevance for the stated topic of research and to be aware of the major criteria for making such an assessment;
6. plan and implement a search strategy for efficiently integrating and utilizing pertinent bibliographies, indexes, etc., on a topic of the student's choosing;
7. demonstrate awareness of the vast variety of other information sources and of other libraries' existence and potential usefulness;
8. cite monographs and periodical articles in correct bibliographical format for footnotes and references according to any one of the commonly accepted style manuals; and
9. demonstrate an understanding of the difference between the ethical use of source material and plagiarism.

NOTE: In Area A, all courses must be passed with a grade of "C" or higher. In all other areas of General Education, a grade point average of 2.0, calculated at graduation, is required.

Lower Division General Education

Building on the Basic Skills competencies, the second component of the General Education program, lower division General Education, consists of 10 semester units in the area of the Natural Sciences, 9 semester units in the area of the Humanities, 12 semester units in the area of the Social Sciences, and 3 semester units in Lifelong Learning and Self-Development. This component has 3 major purposes: the first is to introduce students to the facts, principles and intellectual skills required of educated individuals in order that they may function more effectively as human beings in society; the second is to acquaint students with the nature, scope and practical applications of the major fields of knowledge; and the third is to encourage students to relate their study in the academy to the world of work and leisure.

B. Objectives for the Area of the Natural Sciences and Quantitative Reasoning

The overall objective of the Natural Science General Education courses is to provide students with an opportunity to achieve basic scientific literacy. A scientifically literate person has developed knowledge of scientific theories, concepts, and data about both living and non-living systems, achieved an understanding and appreciation of scientific principles and the scientific method, as well as the potential limits of scientific endeavors and the value systems and ethics associated with human inquiry. Such a person is accustomed to inquiry into the physical universe and its life forms, with some immediate participation in a related laboratory activity, and into mathematical concepts of quantitative reasoning and their applications.

In addition, scientific literacy confers an ability to follow new developments in the natural sciences, and the ability to think in an informed manner about social, legal, ethical, and political issues that involve science and technology. Scientific literacy can be divided into two major components: (1) an awareness of the nature and methodology of the natural sciences; and (2) an awareness of the important results of scientific inquiry.

The acquisition of scientific literacy is best encouraged by instruction from both methodological and topical perspectives. Therefore, the natural science objectives are divided into two parts

corresponding to these two components. The Part 1 Objectives are satisfied by a single course that deals with ideas that have been chosen to emphasize the nature of scientific concepts and the methods of the natural sciences. The Part 2 Objectives are satisfied by two courses, selected in such a way as to provide balance among the major subdivisions of the natural sciences.

Courses that fulfill the objectives below can and should provide students with a coordinated and balanced development of their scientific literacy. However, each student can do much to optimize this development. For this reason, it is strongly recommended that, when possible, students complete the basic skills requirement in Quantitative Reasoning before attempting general education courses in the natural sciences.

It also is suggested that the courses in the natural sciences be taken in the same order as the objectives below:

B1. Objectives for Physical Science

Students will learn the methods of the natural sciences as these methods are seen and used by working scientists. In addition, they will explore the characteristic attributes of fundamental scientific concepts from the perspective of the natural sciences. Finally, they will learn the structure and results of a fundamental, comprehensive physical science, which is principally analytic, quantitative and deductive.

Students who complete the Natural Science in Physical Science requirement will be able to:

1. demonstrate an understanding of the scientific assumption that nature has an objective existence that is intelligible;
2. distinguish between a scientific hypothesis and the idea of pseudoscience;
3. describe the systematic observation of nature and the detection of similar patterns in observed phenomena;
4. describe the importance of limitation of scope in the production of useful concepts and the related limits to the applicability and usefulness of scientific models and concepts;
5. describe the formulation of hypotheses and models to explain these patterns and the use of these models and hypotheses to make testable predictions;
6. discuss the roles of quantitative and of formal manipulation of models and relationships in generating predictions;
7. discuss the design and execution of tests of hypotheses and the subsequent rejection, modification, or refinement of the hypotheses; and
8. describe the relationship between scientific ideas and their technological applications;
9. understand and appreciate applications, advantages, and limitations of computational methodology in Physical Science, in particular, in the modeling process.

B2. Objectives for Natural Sciences in Life Science

Students who complete the Natural Science in Life Science requirement will be able to:

1. describe a representative selection of fundamental concepts and principles of the life sciences;
2. cite various phenomena in a variety of contexts that illustrate the applicability of specific principles of the life sciences;
3. describe some of the major applications of the principles of the life sciences;

4. describe some of the major effects that the life sciences and related technologies have had on societies.

B3. Objectives for Natural Sciences in Science Laboratory

Students who complete the Natural Science in Science Laboratory requirement will be able to:

1. discuss application of a representative selection of fundamental concepts and principles of a science;
2. apply the scientific method in a laboratory situation; and
3. cite various phenomena that illustrate the applicability of specific principles of a science.

B4. Objectives for Basic Skills in Quantitative Reasoning

Students who complete the Basic Skills requirement in Quantitative Reasoning and Problem Solving will be able to read and understand mathematical arguments and data, and use mathematics effectively to analyze and solve problems that arise in ordinary and professional life. They shall develop skills and understanding beyond the level of intermediate algebra. In particular, students will:

1. understand and apply ideas and techniques of finite mathematics such as consumer mathematics probability, statistical analysis, hypothesis testing, linear programming, OR
2. understand and apply the ideas and techniques of college algebra, trigonometry, logarithms and exponentials, and elementary functions, OR
3. understand and apply ideas and techniques of calculus.

Students in area B4 will not just practice computational skills, but will be able to explain and apply basic mathematical concepts and will be able to solve problems through quantitative reasoning.

Students are exempted from the Basic Skills course in Quantitative Reasoning if they receive a suitable score on a challenge examination or if they successfully complete a course requiring more advanced mathematical ability.

C. Objectives for the Area of the Humanities

The humanities celebrate those distinctly human qualities which distinguish us from other creatures and unite all peoples across space and time: the ability to express ideas and feelings in language, the capacity for ethical thought, the ability to enjoy beauty for its own sake, and the desire to give shape and meaning to our own existence. By showing us different ways of expressing the meaning of human experience and different interpretations of those expressions, the humanities teach us to celebrate variety and diversity. The humanist is concerned with examining the records left by humankind, whether paintings, sonatas, philosophic dialogues, or poems, and with understanding them in their historical and artistic contexts.

Studying the humanities provides training as well as knowledge, sharpening the critical eye (and ear), expanding the vocabulary and enlarging the frame of reference as well as the appreciation of the human imagination.

General Education courses in the humanities meet one or more of the following goals for students:

1. Cultural knowledge - Students will become acquainted with significant works of art, literature, music and philosophy from a range of cultures.
2. Historical knowledge - Students will understand the development over time of their own and other cultures.
3. Aesthetic training - Students will, through direct experience of works of music, art, and literature, learn the bases on which such works are studied, and the critical canons applied to them, extending their understanding beyond personal opinion to critical evaluation.
4. Opportunities for creativity - Students will create musical, artistic, or literary works, with the opportunity to have their work evaluated by peers and/or a faculty member applying appropriate critical criteria.
5. Synthesis - Students will develop an understanding of the relationships among various forms of human expression both within an era and culture and across these boundaries.

All course offerings in Area C must emphasize artistic or humanistic perspectives.

The 9 semester unit package of courses listed under program requirements has been designed so that students completing these courses will meet the above 5 objectives. At the same time the package offers the student an opportunity for some individual choice in course selection.

Area C excludes courses that exclusively emphasize skills development.

D. Objectives for the Area of the Social Sciences

The General Education courses offered in the area of the social sciences are designed to help students better understand how social, political, and economic institutions and behavior are inextricably interwoven. These course offerings respond to the recognition that in an increasingly complex, interdependent and changing world, individuals must learn how to cope with ever pressing social problems and to manage and improve conditions, institutions and events that affect them.

The social and behavioral sciences constitute a set of disciplines that, though they overlap, are distinct. Each discipline has an independent history, traditional themes and sophisticated theories, methodologies and applications regarding the phenomena of society and behavior. While social and behavioral scientists do not always agree upon a single analytical paradigm, they do share common values regarding the potential usefulness of their disciplines in understanding human behavior and recognizing the interrelationships among their studies.

The fundamental concerns of the General Education Program in the social and behavioral sciences are to introduce students to the primary structural levels of analysis used in the disciplines and to demonstrate the significance of historical backgrounds to contemporary behavior. A selection of courses from the categories will provide students with the understanding of individuals, groups and societies, and global and historical interrelationships. Each course is designed to acquaint students with basic concepts and analytical methods and will demonstrate the interdisciplinary nature of all the social and behavioral sciences. Students will explore the principles, methodologies, value systems and ethics employed in social scientific inquiry. Courses that emphasize skills development and professional preparation are excluded from Area D. Coursework must include a reasonable distribution among the subareas specified, as opposed to restricting the entire number of units required to a single subarea.

D1. Category 1 Objectives: Individual Perspectives, Groups and Society

On completing a course in this category a student will be able to demonstrate an understanding of the:

1. basic concepts and methods necessary for studying the personal functioning and social behavior of individuals.
2. influence of psychological and social processes on the development of the perception of self and others.
3. nature of cognition and language and their relationship to critical aspects of social and personal development.
4. social and psychological variations in individual behavior.
5. conceptual and methodological frameworks necessary for studying groupings in a society.
6. interrelationships between various institutions and group dynamics within a society, and their role in generating and resolving social issues.
7. cultural and group diversity and applications of the concept of cultural relativity.

D2. Category 2 Objectives: Global and Historical Perspectives

On completing a course in this category a student will be able to demonstrate an:

1. awareness of and knowledge about the international system and world environment.
2. understanding of the global interdependencies among people, outlooks, institutions and attributes.
3. appreciation of the role of the individual as an international observer, analyst and participant.
4. ability to analyze historical change and cultural process.
5. understanding that current issues and conditions are shaped by their past historical and cultural development.
6. understanding of the complexity of evolutionary and historical processes and of the limits on and potential for social change.
7. understanding of how sciences which deal with the human past formulate and test hypotheses to understand change and how they evaluate sources, whether human fossils, artifacts or written documents.

D3. Category 3 Objectives: U. S. History Perspectives

On completing the course in this category a student will be able to demonstrate a knowledge of American History, including the study of ideals, creeds, institutions and behaviors of the peoples of the United States.

D4. Category 4 Objectives: U. S. and California Government

On completing the course in this category a student will be able to demonstrate knowledge of the Constitution of the United States including the study of American institutions and ideals, and the principles of state and local government established under the Constitution of the state of California.

As a result of having taken courses in these categories, a student should be familiar with the basic units and levels of analysis that organize much of the thought and work of social and behavioral scientists and facilitate interdisciplinary communication and cooperation. The student

should be better prepared to interpret and interrelate human behavior and events taking place locally and globally, and on the basis of this preparedness, to make better informed decisions about the future of humankind.

E. Objectives for Lifelong Learning and Self-Development

This area is designed to equip human beings for a lifelong understanding and development of themselves as integrated physiological, social and psychological entities (Title V). Students who complete the Lifelong Learning and Self-Development requirement will be able to:

1. Demonstrate an understanding of oneself as an integrated physiological, social and psychological organism; and
2. Discuss key relationships of humankind to the social and physical environment, including matters selected from the following: human behavior, sexuality, nutrition, physical and mental health, stress management, financial literacy, social relationships and relationships with the environment, implications of death and dying and avenues for lifelong learning, including those based on modern technology.

F. Upper Division Integrative Studies

The third component of the General Education Program consists of 9 semester units of upper division integrative coursework. General Education is a process rather than a discrete segment of undergraduate education and, as such, is not limited to the freshman and sophomore years. All too often it is assumed that liberal education is to be achieved in the first two years of the baccalaureate, with the last 2 years focusing solely on specialized study, whether it be in a basic or an applied field. To establish General Education as an ongoing process, students who enter this University as transfer students complete an upper division General Education package. Upper division integrative coursework, which is the capstone and completion of the General Education Program, must be taken after 60 semester units and the lower division components of General Education (or their equivalent) have been completed.

F1. Objectives for Integrative Studies in the Humanities

The lower division General Education courses in the humanities are designed to acquaint students with the cultural and historical background as well as the critical and perceptual training that will help them develop aesthetic sensibility, rational and intuitive thought, and creative imagination. Upper division General Education courses in the humanities build on that base, developing integrated humanistic and ordered world-views.

Students who complete the requirement for Integrative Studies in the Humanities will be able to:

1. discuss the relationships among the various disciplines that comprise the humanities;
2. place these relationships within an historical context;
3. relate the humanities to modern life; and
4. demonstrate the use of imagination and synthesis through aesthetic and intellectual activities.

F2. Objectives for Integrative Studies in the Natural Sciences

Courses in Integrative Studies in the Natural Sciences and Technology are interdisciplinary courses that build upon the knowledge students have acquired by completing their lower division coursework in the natural sciences and technology. While these courses will include content from disciplines outside the natural sciences and technology, their primary focus is on integration of knowledge within the natural sciences and technology.

Students who complete the requirement for Integrative Studies in the Natural Sciences will be able to:

1. discuss the relationship of science to humanity through inquiry into: the origin of scientific discovery, the implications and consequences of scientific and technological development, and the impact of natural processes on the works of people as well as on its result: artifact;
2. describe some of the major effects that science and technology have had on societies; and
3. discuss the interdisciplinary approaches to methods, processes, effects, terminology and major concepts of science and technology; and
4. describe and discuss ethical and legal concepts and issues related to science and technology, in particular, the concept of intellectual property and its protection.

F3. Objectives for Integrative Studies in the Social Sciences

The categories of upper division courses in the social sciences represent integrative themes and contemporary research applications. Focusing on specific topics, students will explore the conceptual and methodological links among the social sciences or subfields of a discipline. Courses will stress contemporary research, interpretations, issues and trends. Specific objectives of the categories are as follows:

1. Courses in individual processes focus on the interaction among factors that shape the individual.
2. Courses in social issues focus on contemporary social, political or economic concerns and problems using a variety of perspectives in the social sciences.
3. Courses in global trends focus on social, political, environmental and economic processes seen from a global perspective.
4. Courses in social change focus on major processes of continuity and development and on the origination and impact of new ideas, social structures and technologies.
5. Courses in cultural pluralism focus on the nature of cultural diversity and the processes of cultural interaction, interethnic relations and cultural integration on community, national and international scales.

F4. Objectives for Integrative Studies

Courses in Integrative Studies are designed to utilize and build upon knowledge students have acquired in the breadth of their lower division General Education courses. Integrative Studies courses wed methodology and research from distinctly different areas in order to develop gestalts, integrated knowledge and appreciation of our complex cultural, social and natural environment. An Integrative Studies course will integrate Humanities and the Natural Sciences, Humanities and the Social Sciences, or Natural Sciences and the Social Sciences so that each

area is represented in a significant manner. Area F4 courses will be cross-listed under each represented area.

Students who complete the requirement for Integrative Studies will be able to:

1. Access and evaluate information from each of the two disciplines (Humanities, Natural Sciences and/or Social Sciences).
2. Employ area specific methodologies from each of the two areas to analyze data and information.
3. Integrate information from each of the two areas into a larger understanding of our complex environment.

G. Objectives for Integrative Studies in Cultural Pluralism

Cultural pluralism involves the interaction within a given society of people with different ways of living and thinking. It is the historical result of the amalgamation of various behaviors, beliefs, technologies and expressive forms. Typically, a pluralistic society includes several distinct social or cultural groups that are interdependent within a common social, economic or political system yet maintain a degree of autonomy in other spheres of life, such as family, recreation, intellectual pursuits and religion. In Southern California, where increasingly the society is multicultural in many significant ways, the need for this dimension in undergraduate education is clear.

Consequently, all students will complete one interdisciplinary course in cultural pluralism, which emphasizes the impact of the integration of cultures.

Students who complete the requirement for Integrative Studies in the Cultural Pluralism will be able to:

1. describe their understanding of the concept of culture as variously defined and applied;
2. discuss the processes of cultural and ethnic development on a national and international scale;
3. compare and contrast the factors influencing the structure and content of culturally pluralistic and inter-ethnic relationships; and
4. demonstrate the ability to acquire and communicate an understanding of diverse ways of life.

PROGRAM REQUIREMENTS (55-65 UNITS)

General Education Residence Requirement: The California State University System requires all students to complete 9 semester units in general education at the campus from which they graduate. Following is the list of courses that are offered in the General Education program.

These courses fulfill the objectives stated in the program description. For complete course descriptions, refer to those sections of the University Catalog that describe the programs offering the courses. All Area A courses and the Quantitative Reasoning requirement in Area B must be passed with a grade of "C" or higher. A grade point average of 2.0 calculated at graduation, is required for the entire General Education Pattern.

A. Basic Skills (12-17 units) Area A

Basic Skills courses must be passed with a grade of "C" or higher.

1. Composition (6-9 units)

ENG 108. Freshman Composition I: Stretch I (3) and
ENG 109. Freshman Composition I: Stretch II (3) or
ENG 110. Freshman Composition I (3) and
ENG 111. Freshman Composition II (3)

2. Logic/Critical Reasoning (3 units)

PHI 120. Critical Reasoning (3) or
PSY 110. Critical Thinking and Problem Solving (3)

3. Oral Communication (3 units)

THE 120. Fundamentals of Speech (3)

4. General Education Skills Courses – Optional

CSC 101. Introduction to Computer Education (3)
LIB 150. Library Skills and Strategies (2)
NOTE: The "Library Skills" category is optional.

B. Area of the Natural Sciences and Quantitative Reasoning (10-12 units)

Select one course from each category below.

1. Physical Sciences (3 units)

CHE 102. Chemistry for the Citizen (3)
EAR 100. Physical Geology (3)
GEO 200. Physical Geography (3)
PHY 100. Patterns in Nature (3)

2. Life Science (3 units)

ANT 101. Introduction to Biological Anthropology (3)
BIO 102. General Biology (3)

3. Science Laboratory (1 unit)

BIO 103. General Biology Laboratory (1)
(concurrent enrollment in BIO 102 or prior life science course recommended)
EAR 101. Physical Geology Laboratory (1)
(concurrent enrollment in EAR 100 or prior earth science course recommended)
CHE 103. Chemistry Laboratory for the Citizen (1)

Students majoring or minoring in one of the natural sciences may substitute more advanced science courses. These students should see a faculty advisor.

4. Quantitative Reasoning and Problem Solving (3-5 units)

Course must be passed with a "C" grade or higher.

MAT 105. Finite Mathematics (3) or
MAT 131. Elementary Statistics and Probability (3) or
MAT 153. Precalculus (4) or
MAT 171. Survey Calculus for Management and Life Sciences (4) or
MAT 191. Calculus I (5) or
MAT 193. Calculus II (5)

C. Area of the Humanities (9 units):

Select one course from each category below. In categories 2 and 3, select courses from different departments.

1. Required Course (3 units)

HUM 200. Introduction to the Humanities (3)

2. Arts Courses: Select one course (3 units)

AFS 205. Introduction to Hip Hop (3)

ART 100. Looking at Art (3)

ART 101. Experiencing Creative Art (3)

CHS 125. Chicana and Latino Musical Cultures (3)

COM 130. Film Classics (3)

DAN 130. Dance Perceptions (3)

MUS 101. Introducing Music (3)

MUS 110. Music Fundamentals (3)

THE 100. Television, Films, and Theatre (3)

THE 160. Introduction to Acting (3)

3. Letters Courses: Select one course (3 units)

AFS 200. Introduction to Africana Studies (3)

AFS 231. Africana Literary Traditions (3)

APP 101. Introduction to Asian Studies (3)

CHS 100. The Americas: European Cultural and Historical Synthesis (3)

CHS 205. Introduction to Chicana/o Literature (3)

ENG 230. Literature and Popular Culture (3)

FRE 220. Second-Year French (3)

HUM 212. Introduction to African American Culture (3) [I]

PHI 101. Values and Society (3)

PHI 102. Humanity, Nature and God (3)

SPA 151. Introduction to Hispanic Culture (3)

SPA 221. Intermediate Spanish (3)

D. Area of the Social Sciences (12 units):

Select one course from each category below. In categories 1 and 2, select courses from different departments.

1. Perspectives on Individuals, Groups and Society

AFS 212. Introduction to Comparative Ethnic and Global Societies (3)

AFS 220. African World Peoples and Culture (3)

ANT 100. Introduction to Cultures (3)

APP 212. Introduction to Comparative Ethnic and Global Societies (3)

CHS 212. Introduction to Comparative Ethnic and Global Societies (3)

ECO 210. Economic Theory 1A- Microeconomics (3)

ECO 211. Economic Theory 1B- Macroeconomics (3)

LBS 205. Child and Adolescent Development (3)

LAW 240. Legal Environment of Business (3)

PSY 101. General Studies Psychology: Understanding Human Behavior (3)

SOC 101. The Individual in Society (3)

SOC 102. Understanding Social Relationships (3)

WMS 250. Introduction to Women's Studies (3)

2. Global and Historical Perspectives

AFS 201. African World Civilization (3)

ANT 102. Ancient Civilizations (3)

CHS 200. Key Themes in Chicano/a and Latino/a History (3)

GEO 100. Human Geography (3)

HIS 120. World Civilizations I (3)

HIS 121. World Civilizations II (3)

LBR 200. Labor and the Environment (3)

MGT 200. Global Organizational Ethics and Social Responsibility (3)

POL 100. General Studies Political Science: World Perspectives (3)

3. Perspective on U.S. History

HIS 101. History of the United States (3)

4. Perspectives on U.S. and California Government

POL 101. American Institutions (3)

NOTE: Students who satisfy the category 3 and 4 requirements by non-credit exams will need to complete 9 units in area D. Select three courses in categories 1 and 2 from 3 different departments.

E. Objectives for Lifelong Learning and Self-Development (3 units):

Select one course from the following.

CIS 275. Internet Literacy (3)

FIN 200. Personal Finance for Non-Finance Majors (3)

HEA 100. Health and Lifestyles (3)

HSC 201. Health Care Systems and Perspectives (3)

KIN 235. Lifetime Fitness (3)

REC 100. Dimensions of Leisure (3)

UNV 101. Personal, Social, Intellectual Development (3)

F. Upper Division Integrative Studies (9 units):

Select one course from each category. Courses in this category are to be taken after 60 semester units and ALL lower division General Education courses have been completed.

1. Integrative Studies in the Humanities

APP 315. Asian Pop Culture and Globalization (3)

CHS 340. Native American and Chicana Women's Prose (3)

CHS 345. Latina/o Identity in the Americas (3)

HUM 310. Key Concepts (3)

HUM 312. Key Movements (3)

HUM 314. Key Issues (3)

IDS 312. Interdisciplinary Approach to the Humanities (3)

MUS 345. Global Popular Music: Identity and Social Change (3)

2. Integrative Studies in the Natural Sciences

SMT 310. Science and Technology (3)

SMT 312. Natural Disasters (3)

SMT 314. Introduction to Cosmology (3)
SMT 416. Earth Sciences for Teachers (3)

3. Integrative Studies in Social Sciences

ANT 334. Cultural Pluralism: Mesoamerica Past and Present (3)
ANT 371. Historical and Cultural Perspectives in Disability Studies (3)
APP 311. Contemporary Issues in Asian American Communities (3)
APP 327. Values and Communication of Asian Pacific Cultures (3)
CHS 323. U.S. Immigration and Citizenship: A Latina/o Perspective (3)
CHS 330. Mexican and Latino Identities in the United States (3)
CHS 335. Urban Youth Gangs in Los Angeles (3)
GEO 318 Cultural Pluralism: The Human Environment: Methods of Knowledge and Truth (3)
IDS 318. Interdisciplinary Approaches to Cultural Pluralism: Immigration in the United States (3)
SBS 318. Cultural Pluralism (3)

4. Integrative Studies

Students may select a course from this category to satisfy one of the upper division General Education requirements (Humanities, Social Sciences or Natural Sciences and Technology) which it meets, enrolling in the section listed for that requirement in a given term. An Integrative Studies course may be used to satisfy either of the area requirements for which it is listed, but only one area requirement may be satisfied by each Integrative Studies F4 course.

G. Cultural Pluralism Requirement (0-3 units)

Within their General Education selections or within other requirements, all students must take one course which addresses cultural pluralism (i.e. the impact of the integration of cultures).

ANT 312. Language and Culture (3)
ANT 336. Comparative Cultures: Comparative Sociopolitical Systems (3)
ANT 337. Comparative Cultures: Ethnography and Film (3)
ANT 338. Comparative Cultures: Mainland Southeast Asia (3)
ANT 339. Comparative Cultures: Mexico and Central America (3)
ANT 340. Comparative Cultures: Peoples of Ancient Egypt (3)
ANT 342. Comparative Cultures: South America (3)
ANT 389. Transmission of Culture (3)
APP 311. Contemporary Issues in Asian American Communities (3)
APP 327. Values and Communication of Asian Pacific Cultures (3)
CHS 300. Introduction to Chicano/Chicana Studies (3)
HIS 305. World History for Teachers (3)
GEO 318 Cultural Pluralism: The Human Environment: Methods of Knowledge and Truth (3)
MUS 401. Afro-American Music (3)
PHI 383. Comparative Religions (3)
SBS 318. Cultural Pluralism (3)
SOC 322. Social Environment of Education (3)
SOC 331. Minority Racial and Ethnic Relations (3)
SOC 383. Black Communities: Class, Status and Power (3)

NOTE: IDS 318, ANT 334, ANT 371, CHS 323, CHS 330, CHS 335, or SBS 318, will satisfy both the Integrative Studies in Social Science and the Cultural Pluralism Requirement. Students will receive only three units, but will have met both requirements

GRADUATE DEGREE & POSTBACCALAUREATE STUDIES

Graduate Studies

The mission of graduate programs at California State University, Dominguez Hills is to promote advanced study, scholarly activity, and research. Through traditional and nontraditional ways of learning, students earn master's degrees, advanced certificates, credentials, and life enrichment. Graduate students make up a distinctive and highly valued segment of the university community, and graduate programs support the dedication of California State University, Dominguez Hills in educating a student population of unprecedented diversity for leadership roles in the twenty-first century.

Since the university expects graduate students to be firmly on the path to genuine mastery of a discipline, to be intellectually and professionally independent, and to be capable of making meaningful contributions to their fields, graduate programs are designed for a level of academic accomplishment substantially beyond that required for the baccalaureate. The university is committed to the development of high quality graduate curricula to meet student and community needs. Both the graduate research competition and the prizes awarded annually for the outstanding project and the outstanding thesis provide incentives for graduate work judged superior.

Graduate programs enable students to contribute to the advancement of their professions, to progress in their chosen careers, and to assume positions of leadership. The various advanced courses of study offered include programs with areas of specialization that allow graduates to enter the work force at a professional level, in administrative positions and in positions that directly serve various communities and populations. Available master's degrees qualify graduates to enter not only doctoral programs but also programs for such professions as medicine and law.

All graduate programs are accredited by the Western Association of Schools and Colleges (WASC) located at 985 Atlantic Avenue, Suite 100, Alameda, CA, 94501. Some individual programs are accredited by their discipline's accrediting association (see Accreditation and Approvals in the "The University - CSU Dominguez Hills" section of this catalog).

The university's admission, advising, and graduation services support graduate and postbaccalaureate students and those who work with them. Most classes are scheduled at convenient hours for working students, with many programs offering day and evening classes. Some graduate programs are offered at sites off campus and through distance learning. Financial assistance for graduate research is available through the Office of Academic Programs. Information on financial aid for postbaccalaureate and graduate students may be obtained from the Financial Aid Office.

Graduate and Postbaccalaureate Application Procedures

CSU Dominguez Hills welcomes applications from students, without regard to age, marital status, religion, sexual preference, sex, disability, race, color, or national origin who provide evidence of suitable preparation for work at the graduate and postbaccalaureate level. Students are advised to contact the appropriate graduate program offices as soon as graduate work is contemplated.

All graduate and post-baccalaureate 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 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 at www.csumentor.edu.

Applicants must submit the admission file within the campus deadlines. Contact the Office of Graduate Studies for current deadlines. Late applicants will be charged a Late Application Processing fee.

Students receiving their bachelor's degree from Dominguez Hills must submit a graduate application.

Most departments require an additional application for students seeking a master's degree or a credential. Department application forms should be requested directly from the academic unit offering the particular program. Applicants should consult the program sections of this catalog for specific program requirements and deadlines.

Students accepted for postbaccalaureate or graduate study must enroll in the University in the semester for which application was made. Failure to enroll will result in cancellation of admission. Transcripts will be retained for one year. Enrollment in a subsequent semester will require a new application and fee.

Application Filing Periods

Terms	Applications First Accepted
Fall Semester	October 1
Spring Semester	August 1
Summer Semester	February 1

Filing Period Duration: Each campus accepts applications until capacities are reached. If applying after the initial filing period, contact the University Outreach and School Relations for current information.

Each graduate program has its own application deadline. Some graduate programs accept students only in the fall semester. Individual programs must be consulted for deadline dates and admissions policies.

Graduate or Postbaccalaureate Transcript Requirements

One official copy of your transcripts is required from each institution attended at which the last 60 semester (90 quarter) units of upper division course work were earned, excluding extension units. One copy from the institution awarding the baccalaureate degree must be included.

All transcripts must be received directly from the issuing institutions. All transcripts become the property of the University and will not be released or copied. Processing of applications cannot be guaranteed unless all required documents are received during the designated application period. Persons who have transcripts sent but who do not enroll are advised that transcripts are retained for one year, after which they are destroyed.

Any student who earned a bachelor's degree at CSU Dominguez Hills and subsequently applies for graduate or postbaccalaureate status at this institution is not required to request and pay for transcripts from CSUDH. When the application for graduate or postbaccalaureate status is received, the Office of Admissions and Records will provide two copies for the student's file, one for evaluation and one for the graduate department.

Additional copies of transcripts for other uses than described above must be requested and paid for by the student according to established procedure.

Test Requirements

The Graduate Record Examination (GRE) Aptitude Test (verbal, quantitative and analytical) as well as GRE Advanced Tests in subject areas and/or combined scores are required for some programs. Applicants for admission to programs in Business Administration must take the Graduate Management Admissions Test (GMAT). Applicants to the graduate programs in the School of Education who do not possess the required GPA for admission may qualify by achieving a score of 40 or higher on the Miller Analogies Test. Some programs may require a higher score. Students applying to Basic Credential programs must pass the CBEST prior to admission.

Examination schedules and applications are available from the Testing Office. It is the responsibility of the applicant to request that test scores be mailed directly to CSU Dominguez Hills, Office of Admissions and Records.

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 (campus minimum score) on the Test of English as a Foreign Language (TOEFL). Some programs 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).

Applicants taking the Internet-based (iBT) TOEFL must present a score of 80 or above.

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 non-immigrant 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 eight weeks for the first term and, if not in English, must be accompanied by certified English translations.

International visa applicants are required to comply with the following requirements and instructions:

1. Applicants must file the application for admission accompanied by a nonrefundable application fee. An application is for a specific term and is not transferable to any other term. Because the evaluation of international credentials may take considerable time, separate filing deadlines are in effect for applications from foreign visa students.
2. Applicants must submit a financial responsibility statement. The form is available from the Office of Admissions and Records.
3. All official documents submitted become the property of the University and the acceptability of any international work will be determined by the University. For more information visit the International Students website:
<http://www4.csudh.edu/admissions/international-students/index>.

Note: International students may not enroll in online programs.

Insurance Requirement

Effective August 1, 1995, as a condition of receiving an I-20 or IAP form, all F-1 and J-1 visa applicants must agree to obtain and maintain health insurance as a condition of registration and continued enrollment in the California State University. Such insurance must be in amounts as specified by the United States Information Agency (USIA) and NAFSA: Association of International Educators.

Graduates of Nonaccredited Institutions

Although graduates of nonaccredited institutions are not eligible for postbaccalaureate standing, they may apply for admission as undergraduate students. Admission to one of the postbaccalaureate categories may subsequently be granted if the student:

1. meets minimum admission requirements to the graduate degree program;
2. obtains written approval of the graduate program coordinator for provisional admission as an undergraduate;
3. completes a minimum of 4 upper division courses (12 semester units) specified in advance by the graduate program with a grade point average of at least 3.0 (these courses may not count as unit credit toward the master's degree); and
4. obtains written recommendation of the specific graduate program coordinator and school dean for conditionally classified standing.

Upon completion of items 1-4, the student must petition for conditionally classified status in a graduate degree program.

Special Admission Action

An applicant who does not qualify for admission under the regular admission criteria may be admitted to a program by special action if, upon the basis of acceptable evidence, the applicant is judged by the specific program coordinator and school dean to possess sufficient academic and professional potential pertinent to the educational objectives to merit such action.

Cancellation of Admission

Admission to the University is for a specific semester. Students who do not register for that semester will have their admission cancelled. When seeking admission at a future date, students must file a new application form, follow the complete application procedure, pay the application fee, and meet the current admission requirements. Transcripts on file will be retained for one year.

Reservation

The University reserves the right to select its students and deny admission to the University or any of its programs at the University, based on an applicant's suitability and the best interests of the University.

Readmission of Former Students

1. Undergraduate students who graduate from CSU Dominguez Hills and wish to continue as graduate students must file a new graduate application for admission. The application fee is required.
2. Registration appointments will not be released to scholastically disqualified students following their most recent semester of attendance at CSU Dominguez Hills.
3. Previously admitted graduate students who have been absent for one semester or more, must apply for readmission to the University and their program, unless approved for and participating in the Planned Graduate Student Leave program as described in the "Graduate Enrollment Policies" section of this catalog.
4. Students who attend another college or university during an absence from CSU Dominguez Hills must file an application for admission as a returning student and must have official transcripts of work attempted sent to the Office of Admissions and Records. A nonrefundable application fee is required. Students who use the Intrasystem Visitor Program do not have to file a new application.
5. Returning students who have not maintained continuing student status or been approved for Planned Graduate Student Leave will lose their catalog rights and be subject to all requirements and regulations in the catalog year they are readmitted.

Former Students in Good Standing

A student who left the University in good standing may be readmitted provided any academic work attempted elsewhere does not change his/her scholastic status. Transcripts of any work attempted in the interim are required.

Former Students on Probation

A student on probation at the close of the last semester of enrollment may be readmitted on probation provided he/she is otherwise eligible. The student must have official transcripts of any college work attempted during his/her absence sent to the University.

Graduate/Postbaccalaureate Admission Requirements

Following completion of application procedures and subsequent review of the student's eligibility by the Office of Admissions and Records and the appropriate academic unit, the Office of Admissions and Records will notify the student of the decision concerning admission. Academic advisement prior to admission is tentative and cannot be construed as granting official admission to a program or establishing requirements for the degree.

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.

Postbaccalaureate Admissions

Students may apply for credential or certificate programs. Graduate standing is for students accepted into a master's degree program. All other students, those in credential or certificate programs must meet minimum requirements.

- Postbaccalaureate 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.

Graduate and Postbaccalaureate Advisement

Classified postbaccalaureate students in credential or certificate programs and second bachelor's degree students should be advised by the program coordinator or department chair.

Unclassified postbaccalaureate students wanting to enroll in graduate level courses must have the approval of the graduate program coordinator of their chosen course.

Credit for Transfer Graduate Work

In order to have courses considered for receipt of credit toward a degree for postbaccalaureate work taken at other colleges or universities, students must have official transcripts forwarded to the Office of Admissions and Records. The University will consider credit for work taken at another college or university only when it appears on an official transcript from that institution. A maximum of nine semester units of approved credit may be transferred from an accredited college or university for a 30-unit program. Programs with a unit requirement that exceeds 30 units may allow more than 9 units, but may not exceed 30% of the total units for the degree. Rounding up is not permitted. All approval of previous course work is at the discretion of the Program Coordinator, depending upon its currency and its applicability to the degree objectives.

The work must have been completed as a graduate student (not including student teaching), and must be relevant to the degree program as a whole.

Extension courses may apply (and will be included as part of the maximum of nine units allowable) if the transcript clearly indicates that the course would have applied toward a graduate degree at the sponsoring institution. Extension courses at the graduate level (500 level series if from CSU Dominguez Hills) may apply.

The formal request for transfer of graduate credit must be completed and approved by the graduate advisor and submitted to the Office of Admissions and Records for final review.

Transferred courses are subject to the regulation that courses for the master's degree must be completed within the five- or seven-year period at the term of graduation, as stipulated by the graduate program. Outdated transfer course work from other colleges or universities is not eligible for validation.

Second Master's Degree

Students may wish to pursue a second master's degree. If they are still enrolled in the first program, they may complete the Request for Postbaccalaureate/Graduate Change of Objective form in the Office of Academic Programs. The form will be forwarded to the program coordinator for approval. Students must be careful to monitor their time in the first program in relation to the second as the 5-7 year time limit will apply to both programs beginning at the time of acceptance into each individual program. A student enrolled in two master's programs must graduate from both during the same term. If the student chooses to graduate from one before the other they must reapply to the University and be accepted back into the second program. Units used for the first degree may not be applied to the second.

Second Option or Concentration Within a Degree Program

Some degree programs offer options which differ significantly in academic course work and prepare students for singularly different careers. Students wishing to complete a second concentration or option in the same degree program at CSU Dominguez Hills may do so by completing the Request for Postbaccalaureate/Graduate Change of Objective form following the procedure stated under the second master's degree above. Students must meet all requirements for the new option or concentration. All university policies governing master's degrees apply in the same manner to the second option or concentration.

All university policies governing master's degrees apply in the same manner to the second option or concentration. No units completed prior to acceptance in the second option or concentration can be used to meet the 21 unit requirement.

Health Screening

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.

- All new and readmitted students must provide proof of full immunization against measles and rubella prior to enrollment. These are not admission requirements, but shall be required of students as conditions of enrollment of CSU or be required for certain groups of enrolled students who have increased exposure to these diseases. Proof of immunization must be taken to the Student Health Center in person. Mailed forms cannot be accepted. Students who are unable to provide proof prior to enrollment may be enrolled with the condition that they provide proof of full immunization against measles and rubella no later than the beginning of the second year of enrollment. Students who have not complied by this time will have a hold placed on their records. The Student Health Center can provide measles/rubella immunizations without cost to those students unable to obtain acceptable proof of immunizations.

- 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 4 to 6 months period. If you need further details or have special circumstances, please consult the Student Health Center at (310) 243-3629. Each incoming freshman who will be residing in on-campus housing will be required to return a form indicating that they have received information about meningococcal disease and the availability of the vaccine to prevent contracting the disease and indicating whether or not the student has chosen to receive the vaccination. These are not admission requirements, but are required of students as conditions of enrollment in CSU. Proof of immunization must be taken to the Student Health Center in person. Mailed forms cannot be accepted. Students who are unable to present proof prior to their first enrollment may be enrolled on the condition that they provide proof of full immunization against Hepatitis B no later than the beginning of the second year of enrollment. Students who have not complied by this time will have a hold placed on their records. The Student Health Center can provide the series of three Hepatitis B immunizations without cost to those students unable to obtain acceptable proof of immunization.

Students who have questions about the immunization requirements, or who need to discuss an exemption from the requirements based on medical considerations or religious or personal beliefs, should contact the Student Health Center at (310) 243-3629.

Second Baccalaureate Degree

Students seeking a second or additional 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; and
2. have a minimum grade point average of 2.50 in their last 60 semester units (or 90 quarter units).

Degree Requirements:

- Students may elect a regular major or a single field major.
- No minor is required.
- Students must satisfy all requirements for the degree.
- Students must meet all statutory requirements.
- Students must pass the Graduation Writing Assessment Requirement.
- Students are not eligible for honors.
- Courses taken as part of a second baccalaureate degree cannot apply to graduate work except as allowed for in the "Enrollment in Graduate Courses by Seniors" policy explained elsewhere in this catalog.

In addition, students must:

- complete requirements in a discipline other than that which a previous degree was earned; units from the first degree may not be counted; specific courses may be waived and other courses substituted;
- receive program approval; requirements must be agreed upon in writing by the department chairperson and kept on file in the department office before 14 units are completed;
- complete a minimum of 30 units in residence, including 24 units in upper division courses, which include 12 units in the major;
- maintain at least a 2.50 grade point average in all courses taken for the degree to remain in good academic standing.

Change of Student Objective**Graduate or Postbaccalaureate Status**

A student who has been admitted into any of the previously cited postbaccalaureate categories and who wants to change programs must be formally admitted into the new program. The student must file a Request for Postbaccalaureate/Graduate Change of Objective form with the Graduate Studies Office.

Graduate Academic Standards**Grade Point Average**

The grade point average at CSU Dominguez Hills is computed on a 4-point scale. A specified number of grade points is associated with each grade listed in the "Grades and Grade Points" section. "CR/NC" grades have no grade point value and are not calculated in the grade point average.

The total grade points are calculated by multiplying the number of grade points associated with the grade assigned by the number of units for each class. The grade point average is computed by dividing the total number of grade points earned by the total number of units attempted.

Master's Degree Students. To remain in good academic standing, a "B" (3.0) average is required in the courses used to fulfill the master's degree program. See "Graduate and Postbaccalaureate Academic Probation and Disqualification" for specific grade point averages required for ongoing enrollment.

For graduation, the grade point average of 3.0 (or higher if determined by the program) is calculated on all courses used to fulfill the master's degree program. No course with a grade lower than a "C" will be applied to the degree program. No student on academic probation may be granted a master's degree.

Second Bachelor's Degree Students.

See University Regulations section.

Classified Postbaccalaureate Students.

A grade point average of 2.5 is required for coursework taken by students in classified postbaccalaureate status. See "Graduate and Postbaccalaureate Academic Probation and Disqualification" for specific requirements.

Prerequisites

The grade point average required in prerequisite courses varies according to the particular program. See specific program requirements in the program sections of this catalog.

Scholastic Probation and Disqualification

Administrative-Academic Probation

A graduate student may be placed on administrative-academic probation by action of appropriate campus officials for any of the following reasons:

1. withdrawal from all or a substantial portion of a program of study in two successive terms or in any three terms.
2. repeated failure to progress toward the stated degree objective or other program objective (when such failure appears to be due to circumstances within the control of the student).
3. failure to comply, after due notice, with an academic requirement or regulation, which is routine for all students or for a defined group of students (example: failure to take placement tests, failure to complete a required practicum, failure to satisfy GVAR).

When such action is taken, the student shall be notified in writing and shall be provided with the conditions for removal from probation and the circumstances that would lead to disqualification, should probation not be removed.

Administrative-Academic Disqualification

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

1. the conditions for removal of administrative-academic probation are not met within the period specified.
2. the student becomes subject to academic probation while on administrative-academic probation.
3. the student becomes subject to administrative-academic probation for the same or similar reason for which he/she has been placed on administrative-academic probation previously, although not currently in such status.

When such action is taken, the student shall receive written notification including an explanation of the basis for the action.

Academic Probation and Disqualification

Academic probation and disqualification regulations differentiate between students enrolled in a graduate program and those enrolled in classified postbaccalaureate status.

1. Conditionally classified and classified graduate students and graduate credential students are placed on scholastic probation if they fail to maintain a cumulative grade point average of 3.0 in all postbaccalaureate units attempted. If they do not bring their grade point average up to 3.0 in the following semester in residence, they are subject to disqualification from the program in which they are enrolled.

2. Students who have been disqualified from a master's degree program may be admitted to another degree program only on the recommendation of the department concerned and with the approval of the appropriate school dean.
3. Classified postbaccalaureate students are placed on scholastic probation if their grade point average falls below 2.5. If they do not bring the grade point average up to 2.5 in the following semester in residence, they are disqualified from pursuing work at the University.
4. Students disqualified for academic deficiency may not enroll in any regular session of the campus without permission from the appropriate school dean and may be denied admission to other educational programs operated or sponsored by the campus.
5. Students attempting a second baccalaureate degree are subject to the same probation and disqualification standards as undergraduate seniors.

Reinstatement of Academically Disqualified Students

The reinstatement of an academically disqualified post-baccalaureate or graduate student is by special action only. Students must submit a Petition for Reinstatement, available in the Office of Graduate Studies, located in WH 445. Students cannot apply for readmission through an online or other paper university application.

Students will only be considered for reinstatement after a minimum of one semester non-attendance following academic disqualification. Approval of reinstatement is partially based on evidence that the causes of previous low achievement have been removed or resolved. At minimum, petitions for reinstatement must include a Statement of Low Achievement which explains, in detail, how the causes of low achievement have been corrected and what plans are in place to insure future academic success. Students may choose to provide supplemental evidence which could include, but not be limited to, transcripts of coursework completed after disqualification, medical testimony and/or other objective evidence.

To prove their academic ability, academically disqualified post-baccalaureate and graduate students may complete courses through CSUDH Open University or at other accredited academic institutions. All coursework completed must be applicable for degree credit if reinstated students will receive content credit for coursework completed. Grades earned elsewhere will not reduce the CSUDH grade-point deficiency or change the CSUDH grade-point average. These grades serve only as indicators of academic ability. Units earned will not be counted towards university residency requirements. Successful completion of coursework does not guarantee reinstatement to the university or graduate/post-baccalaureate program.

Petitions for Reinstatement and supplemental attachments must be submitted to the Office of Graduate Studies. Submission deadlines are as follows:

Petitions for Reinstatement Submission Deadlines

Reinstatement Term	Submission Deadlines
Fall Semester	May 31st
Spring Semester	December 15th
Summer Semester	Not Accepted

The petition will be reviewed by the Reinstatement Review Committee which is made up of the current program coordinator and select program faculty. The committee reserves the right to request additional information from the student regarding their reinstatement. Students will be notified of the committee decision in writing by the Office of Graduate Studies. Students must allow 4 – 6 weeks for this process. Decisions are final and cannot be appealed.

If the Petition for Reinstatement is approved the student will have to agree to the terms and/or conditions identified by the program. Post-baccalaureate and graduate students are restricted to a maximum of one reinstatement after academic disqualification.

Graduate Enrollment Policies

Residency Requirement

Of the minimum 30 semester units of approved course work required for the master's degree, not less than 21 units must be completed in residence at this institution. A student is considered to be in residence when he or she has been admitted to the university and to the master's program and is registered in regular or special sessions courses at this university. Approved units earned in summer sessions may be substituted for regular semester unit requirements on a unit for unit basis. Extension course work may not be used to fulfill the minimum residence requirement.

Full-Time Status

Graduate students are considered to be full-time students during any semester in which they are enrolled in at least eight units of graduate program courses.

Continuous Attendance Requirement

A student with a graduate degree objective must maintain continuous attendance, defined as attendance in regular or special session each fall and spring semester of the college year. Students who have completed the maximum number of units required for the degree but are completing their culminating activity may enroll in regular university courses or in a specifically designated 600-level course. Students must have program permission to enroll in the 600 level course. If they chose to enroll in regular university courses, students must continue to maintain a grade point average of 3.0 in all courses taken until the degree is granted.

Graduate students who fail to maintain continuous attendance interrupt their residency and must reapply to the university; they are subject to any new requirements of the university or program. Students who break continuous attendance are not guaranteed readmission to the program, and if readmitted, lose their residency credit (courses they may apply to the degree), and their catalog rights. Loss of residency units means there is no guarantee that more than 9 units of previous course work may apply to the degree requirements upon readmission to the program.

Students who break continuous enrollment may petition to the College Dean for reinstatement of residency units. Serious and compelling reasons for breaking enrollment must be demonstrated. If the petition is denied by the Dean, the student may request a hearing from the Graduate Council.

Planned Graduate Student Leave

It is a university requirement that graduate students maintain continuous attendance throughout the course of their study for the master's degree. Any graduate student in good academic standing

may request a Planned Graduate Student Leave. Reasons for seeking a leave are likely to be varied, but all applicants should intend to return to formal study within a specified time period.

To apply for a Planned Graduate Student Leaves, the student must be a conditionally classified or classified graduate student with a grade point average of 3.0 or better. Application for the leave must be filed with the appropriate graduate coordinator before the first day of classes for the semester during which the leave is to begin, and should be accompanied by appropriate documentation.

The minimum initial leave will be one full term; the maximum will be one calendar year. Under compelling circumstances, a student may request, in writing and in advance, an extension of the leave. The total number of approved Planned Graduate Student Leaves may not exceed two, and the duration of Planned Graduate Student Leaves may not total more than two calendar years.

The Planned Graduate Student Leave is approved at the discretion of the student's graduate coordinator. The graduate coordinator may require periodic reports from the student.

Students who plan to enroll for credit at another institution of higher education during the leave period must obtain prior approval for the transfer of course credit to the program from the graduate coordinator.

Approval of the leave does not constitute an extension of the time period for completing all course work and other requirements for the master's degree.

Approval of the student's leave application constitutes agreement by the university that the student will be temporarily exempted from the continuous attendance requirement as long as the student meets the conditions specified in the approved leave application. Students who do not return to the university at the conclusion of their planned leave will be considered to have withdrawn from the university at the end of their last semester of regular enrollment at CSU Dominguez Hills.

Applications are available from the Graduate Program Coordinator and the Office of Academic Programs and upon completion are submitted to the Registrar in the Office of Admissions and Records.

Students meeting all conditions of the approved leave shall be required to submit an application for readmission on returning from Planned Graduate Student Leave, but shall not be required to pay another application fee.

A student on Planned Graduate Student Leave shall be expected to devote his/her leave period to off-campus activities. The student shall be classified as "on leave" and shall not be considered a regularly enrolled student. Therefore, the student is not entitled to the campus services normally provided to enrolled students, except that the student may confer with his/her academic advisor and others regarding leave activity and plans for re-enrollment.

A student shall be guaranteed reentry and retention of registration priority if all conditions of the approved leave have been met at the conclusion of his/her Planned Graduate Student Leave. Every effort shall be made to facilitate and simplify the return. For purposes of election of graduation requirements, the approved leave shall not constitute an interruption of attendance provided the student registers in the same major. Students who fail to resume studies at the prearranged time shall forfeit the advantages of the Planned Graduate Student Leave Program.

Each student enrolled in the program will have an entry made on his/her permanent record indicating that the student is on leave. The dates of the beginning and conclusion of the leave also will be recorded.

Students must obtain prior approval of the graduate program to enroll for credit at another institution of higher education. Any credit earned will be treated as transfer credit to be evaluated and entered in student records in the customary manner.

Any student on planned leave who does not comply with all provisions of this policy and the conditions of the leave is subject to forfeiture of the advantages of this program.

Enrollment in Graduate Courses by Seniors

Students in their senior year may petition to take two courses that are not used to fulfill requirements for the bachelor's degree. Approval must be obtained from the appropriate graduate program coordinator prior to registration in order to receive graduate credit for courses taken in the senior year. Petitions are available in the Office of Admissions and Records and in the Office of Academic Programs.

Time Limit for Completion

All requirements for the master's degree, including all course work on the student's approved program of study must be completed within five years (some programs permit seven years). This time limit commences with the semester of the earliest course used on the student's program of study.

Outdated Course Work

Students are expected to complete all required coursework and the thesis, project or examination for the master's degree within five years (or seven years if permitted by program). Outdated coursework must be repeated or validated. Copies of the Petition for Validation of outdated Course Work may be obtained from the Graduate Studies Office and must be approved by the program coordinator. Students must submit the petition no earlier than the expected term of graduation.

- Validated coursework shall not exceed 25% of the units required for the master's degree (e.g. 8 units for a 30 unit program).
- Outdated transfer course work from other colleges or universities is not eligible for validation.

Coursework that exceeds seven years by no more than one academic year may be eligible for validation at the discretion of the AVP of Academic Programs; beyond that time limit, coursework cannot be validated.

Requirements for the Master's Degree

To be granted the master's degree, a student must have been classified, advanced to candidacy, and completed an approved program of study in an approved field. Requirements which apply to all programs follow. For specific requirements of particular programs, see the program descriptions in the departmental section of this catalog.

Graduation Writing Assessment Requirement

California State University Executive Order 665 states that "campuses shall require demonstration of writing proficiency prior to the award of a graduate degree. The level of proficiency shall be no less than the level required for GWAR certification at the baccalaureate level." The requirement must be fulfilled within the first 9 units of coursework. Students who have not met this requirement may not begin their culminating activity (thesis or comprehensive exam).

The GWAR may be met through one of the following options:

1. Graduation Writing Examination (GWE). The Graduation Writing Examination, a voluntary test for which a \$35 fee is charged, is available to students five times per academic year, in September, November, February, April, and June or July. Students must earn a score of 8 or higher to satisfy the GWAR. Students may take the test a second time if necessary. The test may be taken only two times. After two attempts at the test, students must then take a certifying course. Information on test dates and registration procedures is available in each semester's Class Schedule, in the Testing Office, Welch Hall A-210, (310) 243-3909, testing@csudh.edu, or at the Testing website www.csudh.edu/testing/index.htm.

Provisions are made for students majoring in distance learning programs and other off-campus programs. Although students majoring in these programs can take the GWE on-campus, most students have the option of taking it via a proctor at a location of their choosing. There are three off-campus administrations per academic year, in the fall, spring, and summer. Students exercising this option must register directly with their Program Advisors, who will then provide them with any necessary information and materials.

A provision is made for students who are not native speakers of English. The GWE registration form asks students to indicate whether or not they are native speakers of English. Students who declare themselves non-native speakers may elect to write their essay in two hours instead of one, though this choice must be made at the time of registration. The essays are scored along with those of native speakers with respect to overall considerations of focus, critical understanding, content, organization, and grammar.

Provisions are made for students who are disabled. Arrangements are made on an individual basis by the Office of Disabled Students, Welch Hall B-250, (310) 243-3660, in conjunction with the Testing Office. Students must contact the Office of Disabled Students at least 10 working days prior to the GWE test date and after registering for the GWE. Students should contact the Testing Office for details: (310) 243-3909, or [<testing@csudh.edu>](mailto:testing@csudh.edu).

Provisions are made for students who, for religious or other compelling reasons, cannot be tested on Saturdays, the usual day of the test. If students can demonstrate a legitimate reason (e.g., religious belief or travel associated with CSUDH intercollegiate sports programs) for inability to take the GWE on Saturday, an alternative day will be found. They should contact the Testing Office, (310) 243-3909, or [<testing@csudh.edu>](mailto:testing@csudh.edu).

2. Certifying Courses

A. Advanced Composition Course offered by the English Department. The English Department regularly offers an advanced composition course (ENG 350, 3 units, A-C/NC). A Composition Cooperative exam (a timed writing test similar to the GWE) is administered at the end of the

course and counts for 25% of the grade. Students must earn a grade of B or higher to satisfy the GVAR.

B. Upper Division Writing Adjunct offered by the Department of Interdisciplinary Studies. The Writing Adjunct (IDS 397, 2 units, and IDS 398, 2 units, CR/NC), provides individualized instruction in composition that is adjunctive to writing for other courses. Students must complete both IDS 397 and IDS 398. A Composition Cooperative exam (a timed writing test similar to the GWE) is administered at the end of IDS 398 and counts for 50% of the grade. Students must obtain written acknowledgement from the instructor that performance in the coursework was commensurate with a grade of B or higher to satisfy the GVAR.

3. An earned degree from one of the CSU campuses (other than CSUDH) with the GVAR having been satisfied in 1984 or later at the previous CSU campus. Students must complete a Petition for Fulfillment of GVAR at the Testing Office, attaching a copy of an official transcript.

4. A grade of B or higher in an accepted upper division composition course from another university. Students who have taken the equivalent of the CSUDH Advanced Composition course, ENG 350, may request a review of its equivalency. Students must complete a Petition for Fulfillment of GVAR at the Testing Office, attaching a copy of an official transcript and the catalog description of the pertinent coursework. Lower division writing courses (e.g. Freshman English), literature courses and specialized courses in business, technical, report, or creative writing, among other courses, are not acceptable. Only the GVAR Coordinator is authorized to decide whether coursework done elsewhere satisfies the CSUDH writing requirement. Students must complete a Petition for Fulfillment of GVAR at the Testing Office, attaching a copy of an official transcript and the catalog description of the pertinent coursework.

5. For graduate students in English Literature, satisfactory performance on the Graduate Exercise administered by the English Department.

6. A score of 4.0 or higher on the Analytical Writing Analysis of the GMAT. Students must complete a Petition for Fulfillment of GVAR at the Testing Office, attaching a copy of the certifying test score.

7. A score of 4.0 or higher on the Analytical Writing section of the GRE. Students must complete a Petition for Fulfillment of GVAR at the Testing Office, attaching a copy of the certifying test score.

Note: Candidates enrolled to receive Teaching Credentials and not seeking a master's degree are not required to satisfy the GVAR at this time.

Departments and programs may, at their discretion, establish additional writing requirements for their graduate students. Some programs require the satisfaction of GVAR as a condition of admission. For further information, students should consult their program advisor or the Office of Graduate Studies.

Approved Program of Study

General requirements for the master's degree program of study include:

1. A minimum of 30 approved semester units, or more, as required by the particular program.

2. A minimum of 21 semester units in residence after admission to the program offering the degree. Transfer and CSUDH extension course work are not considered to be in residence.
3. Maintaining continuous enrollment until graduation.
4. Upper division and graduate level courses only. The inclusion of 300-level course work is generally discouraged and cannot be used unless specifically approved as part of a program by the University Curriculum Committee.
5. Not less than 70% of the total units in graduate (500 level) courses.
6. Not more than nine semester units of 500 level courses taken prior to admission to conditionally classified or classified status.
7. Not more than six units for a thesis or project.
8. A maximum of six units of independent study.
9. No courses taken to satisfy prerequisite requirements included in the minimum of 30 units.
10. A minimum grade point average of 3.0 (B) in all courses attempted to satisfy requirements for the degree.
11. All courses completed within five years of the date of award of the degree or satisfactorily validated. (Some programs have a seven-year limit. Check with the particular program.)
12. All courses taken after the baccalaureate degree (or post baccalaureate credit granted) and not credited toward another degree.
13. Satisfactory completion of Graduation Writing Assessment Requirement.
14. Advancement to Candidacy.
15. Filing of the application for the award of the master's degree.
16. A capstone activity, which may be a thesis, a project, a comprehensive examination, or any combination of these.

The approved program of study is valid as long as the student maintains continuous enrollment in regular semesters at the University. Students who do not maintain continuous attendance must reapply to the University and program and meet any changed or additional requirements approved in the interim.

Election of Curriculum (Catalog Rights)

A student maintaining continuous attendance in regular or special sessions and continuing in the same program may elect to meet the degree requirements in effect either at the time of entering the program or at the time of completion of degree requirements, except that substitution for discontinued courses may be approved by the graduate program advisor.

Credit by Examination

No graduate student may receive credit by examination in a course used to satisfy the requirements for the master's degree.

Advisors and Program Faculty

University policy provides that each student's program for the master's degree shall be under the guidance of an advisor and the program faculty. All master's degree programs have a Graduate Coordinator designated to give overall supervision for the graduate program. In many instances, the Graduate Coordinator also serves as the student's advisor. The program faculty are responsible for all major recommendations to the Dean of Graduate Studies regarding the

student's achievement of classified standing, Advancement to Candidacy, and completion of the master's degree.

It is the responsibility of the student to arrange appointments for advisement and other information in the office of the academic unit offering the degree program. At a minimum, students should obtain advisement at the following critical times in their academic program: (1) prior to or during the first semester; (2) at the time of achieving Classified Standing; (3) at the time of Advancement to Candidacy.

It is the student's responsibility to follow the procedures as outlined in this catalog to ensure timely progress toward the degree and to ensure compliance in all policies and regulations pertaining to the granting of the master's degree.

Completion of Requirements and Award of the Degree

The degree is awarded upon the satisfactory completion of all state and university requirements, the specific requirements for the particular program, the recommendation of the appropriate graduate advisor and program coordinator (Advancement to Candidacy), and the approval of the faculty and the Dean of Graduate Studies.

Advancement to Candidacy

Advancement to Candidacy recognizes that the student has demonstrated the ability to sustain a level of scholarly competency commensurate with successful completion of degree requirements. Upon Advancement to Candidacy, the student is cleared for the final stages of the graduate program which, in addition to any remaining course work, will include the thesis, project, or comprehensive examination.

Following are the requirements for Advancement to Candidacy:

A minimum of 15 resident units

1. Classified Standing
2. An Approved Program of Study
3. Successful completion of the GVAR
4. A cumulative GPA of 3.0 in all courses taken as a postbaccalaureate student
5. No grade lower than a "C" in the degree program

Advancement to Candidacy must be certified by the department on the Advisement and Advancement to Candidacy form or program specific forms that include this information to the Office of Graduate Studies prior to the final semester, prior to the semester of the comprehensive exams, and prior to enrolling in thesis or project.

Culminating Experience

All master's degree programs require a culminating experience. This experience may be a thesis, project or comprehensive exam. A few professional programs require the portfolio. The portfolio can include elements of the thesis and comprehensive exam and requires extensive graduate-level writing incorporating original thoughts and ideas concerning areas important to the discipline. The thesis, project, comprehensive exam and portfolio should include an oral component. The portfolio is program specific and details about this culminating experience are available from the program coordinators.

Preparation and Submission of Theses or Projects

All graduate students who undertake a project or thesis as their culminating experience for the master's degree must use the CSU Dominguez Hills "Thesis and Project Guide," available in the bookstore, library, or on-line. The information below represents only excerpted highlights from the complete "Thesis and Project Guide."

Required Format

1. Students must file the "Notification of Committee Composition and Eligibility Form" to the Office of Academic Programs, prior to commencing work on a thesis or project.
2. The thesis or project report must be submitted in its entirety first to the Thesis Committee and then to the thesis officer for final approval. Projects will normally be accompanied by a report that must be written in thesis format. An original copy of a project (which might be a film, cassette, compact disk, etc.) must be submitted for housing in the library. Exceptions for financial hardship may be granted, and the library will accept a copy rather than an original in these occasional cases.
3. The thesis or project report must contain an abstract of no more than 150 words. This abstract will be published by University Microfilms in the journal, Master's Abstracts.
4. Specifications for margins and for quality of paper are outlined in detail in the "Thesis and Project Guide" noted above.
5. Quality of typing is important. Typographical errors, misspelled words and awkward sentence construction are among the items for which the thesis officer will require revision and retyping. The officer will also note any margin violations or other violations of format as explained in the "Thesis and Project Guide." In general, the use of word processing programs is acceptable. A letter quality printer is necessary for the final paper. Students should provide a sample of the print and paper to the thesis officer before final submission.
6. A thesis or project should be written in a formal, scholarly manner. A style manual will be used by the student, but the Thesis Committee normally decides upon the specific manual (i.e. Campbell, Turabian, A.P.A. Publication Manual, M.L.A. Style Sheet, etc.). The thesis officer will review the paper for possible violations of style manual rules and make revision suggestions.
7. The thesis officer may be consulted at any time about matters concerning format.
8. Theses and projects that are not in compliance with University requirements, the "Thesis and Project Guide," and the approved style manual will be returned and may not be eligible for approval in the semester submitted.

Required Approval

The thesis must be in final manuscript form and thoroughly edited when submitted to the Office of Academic Programs. The student is required to obtain approval of the content from the faculty committee. The approval page must be printed on the same bond paper used for the thesis, and the faculty committee members must sign in black ink. By their signatures, the faculty committee members are certifying the academic soundness of the work and verifying that it meets the academic standards of the degree sought. The Office of Academic Programs, Graduate Studies, will approve the thesis or project for typing, standard English form, stylistic format, organization and completeness, and will ensure that it meets the scholastic requirement of the University. The thesis grade will be transmitted by the faculty committee chair to the Registrar; however, the requirements for the degree are not fulfilled until the original has been received and approved by

Graduate Studies and the Library Dean's Office, and all fees have been paid. The Dean of Graduate Studies has the responsibility for final approval of all theses and projects.

Procedures for Submission

After the committee-approved thesis or project report has been submitted to the thesis officer for final approval and suggested revisions have been completed, the library will require an original copy of the thesis or project report.

Deadlines for Submission

All thesis and projects must be submitted to the Office of Graduate Studies no later than November 1, for fall graduation, April 1 for spring graduation and June 10 for summer graduation. Humanities External Degree (HUX) students must meet earlier deadlines of October 10 and March 10 for submission of their thesis or project for fall and spring graduation.

An oral defense of the thesis or project should be part of the culminating activity.

Graduate Thesis

If a thesis or project is required, the student must follow all procedures and adhere to all deadline dates specified in the "Thesis and Project Guide," available in the university bookstore and at the Graduate Studies website.

Graduate students may enroll in the thesis course for a maximum of six units. No further enrollments are allowed. The credit allowed for the thesis varies and students should see graduate program descriptions for specific information.

Comprehensive Exams

A comprehensive examination is an assessment of the student's ability to integrate the knowledge of the area, show critical and independent thinking, and demonstrate mastery of the subject matter. The comprehensive examination is equivalent in rigor to the thesis. A record of the examination questions and responses shall be maintained in accordance with the records retention policy of the California State University.

All comprehensive exams must:

1. assess the student's ability to integrate the knowledge of the area;
2. evidence critical and independent thinking;
3. demonstrate the mastery of the subject matter; and
4. demonstrate writing skills commensurate with the granting of the master's degree.

The results of the comprehensive examination evidence:

1. independent thinking;
2. appropriate organization;
3. critical analysis;
4. accuracy of documentation; and
5. advanced writing skills.

Given the above criteria, all comprehensive exams must include an essay portion which comprises not less than 50% of the examination.

In the case where comprehensive exams are divided into separate components, such as by course or topic, each program shall inform students in writing as to how each section will be graded and what the retake policy will be for the exam.

Eligibility to Take the Comprehensive Exam

Students must have met all requirements for Advancement to Candidacy as specified in the CSUDH Catalog:

1. Students must be in good academic standing, defined as a cumulative grade point average of 3.0 for all postbaccalaureate work, whether part of the degree program or not.
2. For 30-36 unit master's degrees, all course work must either be completed or concurrent in the semester the exam is taken. Students completing course work in the summer session are not eligible to take the comprehensive exam in the spring semester.
3. For master's degrees which require more than 36 units, students may take the exam one semester prior to completion of the program provided a substantial amount of course work has been completed. Each program will establish uniform requirements for eligibility to take the exam and shall make these requirements available to students in writing. A copy of the requirements shall be sent to the Office of Graduate Studies.
4. Student's eligibility to take the examination must be verified by the Graduate Coordinator.

Administration of the Exam

1. All comprehensive exams must be proctored. When proctoring is deemed not feasible, as in the case of some distance learning programs, either a thesis or the project shall be the culminating experience of choice.
2. Comprehensive exams should be administered at the completion of all course work except as noted above for degree programs which exceed 36 units. (See section on eligibility.)
3. Students who fail the exam and must retake it, will take the exam at a regularly scheduled session (e.g., the following semester).
4. Students who retake the exam shall take the exam in the current format, regardless of the format of the original exam.
5. Comprehensive exams shall not be administered prior to the six weeks preceding the last day of scheduled final exams in the fall or spring semesters.

Length of the Exam

The written portion of the comprehensive exam shall not be less than four hours. Additionally, an oral defense should also be part of the culminating experience.

Scoring of the Exam

1. Each exam will be scored by no less than two readers. If two readers read the exam and disagree on the pass/fail score or grade, a third reader shall read the exam under the same blind conditions prescribed for the original reading.

2. Each reading will be blind, and readers' identity will not be revealed to students.

The above is a portion of the complete policy. A complete copy may be obtained from Graduate Studies, WH 445, (310) 243-3693.

Application for Graduation

Upon completion of the CSU Dominguez Hills graduation requirements, award of the graduate degree must be approved by the program, the school dean, and the faculty of the University.

Master's degree candidates should file for graduation in accordance with the following schedule:

Master's Degree Candidates Filing for Graduation Schedule

Graduation Term:	Regular Deadline:	Late Deadline:
Fall Semester	July 1	September 15
Spring Semester	October 1	Last day of fall semester
Summer Session	February 1	April 15

Please note that if the above dates should fall on a weekend or holiday, the deadline will be at the close of business on the previous working day.

If all degree requirements are not completed during the term of the application, a Change of Graduation Date form must be filed giving the new term of degree completion together with the appropriate fee.

Commencement Ceremonies

Commencement Ceremonies are held at the end of each Spring semester. Students who have completed their degree requirements in the previous Fall semester, and those who will complete their course work in the Spring or Summer semesters, are eligible to participate in the Commencement Ceremony. Students must apply for one of these graduation terms by April 15th to ensure that their name will appear in the Commencement Program.

After a student applies for graduation, a Commencement Participation link will be available in their student portal under "Important Student Links." Students must register through this link by April 15th to participate in the Spring Commencement Ceremony.

Dates are subject to change and will be updated on the Commencement website at www.csudh.edu/commencement

Diplomas will be mailed to students after verification of completed academic requirements as been completed.

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THE CALIFORNIA STATE UNIVERSITY

Welcome to the California State University (CSU) – the world’s largest comprehensive higher education system in the nation with 23 unique campuses serving more than 470,000 students with 47,000 employees statewide. Each year, the University awards more than 100,000 degrees. CSU graduates now total more than 3 million strong, and are serving as leaders in the industries that drive California’s economy, including business, agriculture, entertainment, engineering, teaching, hospitality and healthcare. Learn more at www.calstate.edu.

More than 50-year tradition of excellence

Since 1961, the CSU has provided an affordable, accessible, and high-quality education to 3 million graduates around the state of California. While each campus is unique based on its curricular specialties, location and campus culture, every CSU is distinguished for the quality of its educational programs. All campuses are fully accredited, provide a high-quality broad liberal educational program and offer opportunities for students to engage in campus life through the Associated Students, Inc., clubs and service learning. Through leading-edge programs, superior teaching and extensive workforce training opportunities, CSU students graduate with the critical thinking skills, industry knowledge and hands-on experience necessary for employment and career advancement.

Facts

- CSU faculty attract nearly \$540 million annually in research and education grants, and contracts by federal, state and regional agencies.
- Today, one of every 20 Americans with a college degree is a CSU graduate.
- One in every 10 employees in California is a CSU alumnus.
- The CSU awards 43 percent of the bachelor’s degrees earned in California.
- Almost half of all the nurses in the state earn their degrees from the CSU.
- The CSU awards 95 percent of the hospitality/tourism degrees in the state.
- Nearly half of all of the state’s engineers earn their degrees from the CSU.
- The CSU is the leading provider of teacher preparation programs in the state.
- The CSU offers more than 104 fully online and 69 hybrid degree programs and concentrations.
- The CSU offers 3,253 online courses to provide more educational options to students who may prefer an online format to a traditional classroom setting.
- The CSU’s growing online concurrent enrollment program gives students the ability to enroll in courses offered by other campuses in the CSU system.
- Over the past four years, the CSU has issued nearly 50,000 professional development certificates in education, health services, business and technology, leisure and hospitality, manufacturing, international trade and many other industries.
- Nearly half of the CSU’s 470,000 students are engaged in some type of community service, totaling 32 million hours of service annually.
- More than 11,000 students participate in STEM (science, technology engineering and mathematics) service-learning courses.
- For every \$1 that the state invests in the CSU, the University generates \$5.43 for California’s Economy.

Governance

The Board of Trustees, most of who are appointed by the governor and serve with faculty and student representatives, govern the system. The CSU Chancellor is the chief executive officer, reporting to the Board. The campus presidents serve as the campus-level chief executive officers. The Trustees, Chancellor and Presidents develop systemwide educational policy. The Presidents, in consultation with the Academic Senate and other campus stakeholder groups, render and implement local policy decisions.

CSU Historical Milestones

The Donahoe Higher Education Act established the individual California State Colleges as a system with a Board of Trustees and a Chancellor in 1960. In 1972, the system was designated as the California State University and Colleges, and in 1982 the system became the California State University. Today, the CSU is comprised of 23 campuses, including 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—opened in fall 2002, with freshmen arriving in fall 2003.

In 1963, the State Academic Senate was established to act as the official voice of CSU faculty in systemwide matters. Also, the California State College Student Presidents Association—which was later renamed the California State Students Association—was founded to represent each campus student association on issues affecting students.

Through its many decades of existence, the CSU has continued to adapt to address societal changes, student needs and workforce trends. While the CSU's core mission has always focused on providing high-quality, affordable bachelor's and master's degree programs, over time the University has added a wide range of services and programs to support student success – from adding health centers and special programs for veterans to building student residential facilities to provide a comprehensive educational experience.

To improve degree completion and accommodate students working full- or part-time, the educational paradigm expanded to give students the ability to complete upper-division and graduate requirements through part-time, late afternoon, and evening study. The University also expanded its programs to include a variety of teaching and school service credential programs, specially designed for working professionals.

The CSU marked another significant educational milestone when it broadened its degree offerings to include doctoral degrees. The CSU independently offers educational doctorate (Ed.D.), Doctor of Physical Therapy (DPT), and Doctor of Nursing Practice (DNP) degree programs. A limited number of other doctoral degrees are offered jointly with the University of California and private institutions in California.

In an effort to accommodate community college transfer students, the CSU, in concert with the California Community Colleges, launched the Associate Degree for Transfer, which guarantees admission to the CSU with junior status for transfer students who earn the AA-T or AS-T degrees.

Always adapting to changes in technology and societal trends to support student learning and degree completion, the CSU initiated another milestone in 2013, when it launched CalState Online, a systemwide collection of services that support the delivery of fully online programs from campuses. Now, full-time students also have access to fully online courses offered at other CSU campuses.

By providing an accessible, hands-on education that prepares graduates for career success, the CSU has created a network of alumni that is so extensive and renowned that it spans across the globe. In 2014-15, the CSU celebrated The Class of 3 Million, the year-round campaign celebrating the 3 million alumni from all of CSU's campuses, including the Class of 2015.

The CSU strives to continually develop innovative programs, services and opportunities that will give students the tools they need to meet their full potential. With 23 campuses, 470,000 students and 47,000 faculty and staff, the CSU is committed to providing a quality higher education that prepares students to become leaders in the changing workforce.

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- The Honorable Gavin Newsom
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- The Honorable Toni G. Atkins
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- The Honorable Tom Torlakson
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- Dr. Timothy P. White
Chancellor of The California State University

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- Steve Relyea - Treasurer

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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.

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Correspondence with Trustees should be sent to: c/o Trustees Secretariat, The California State University, 401 Golden Shore, Long Beach, California 90802-4210.

Office of the Chancellor

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

- Dr. Timothy P. White - Chancellor – CSU System
- Mr. Steve Relyea - Executive Vice Chancellor and Chief Financial Officer
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- Mr. Framroze Virjee - Executive Vice Chancellor, General Counsel
- Mr. Garrett P. Ashley - Vice Chancellor, University Relations and Advancement
- Ms. Lori Lamb - Vice Chancellor, Human Resources
- Mr. Larry Mandel - Vice Chancellor and Chief University Auditor

Campuses- The California State University

California State University, Bakersfield

9001 Stockdale Highway
Bakersfield, CA 93311-1022
Dr. Horace Mitchell, President
(661) 654-2782
www.csub.edu

California State University, Channel Islands

One University Drive
Camarillo, CA 93012
Dr. Richard R. Rush, President
(805) 437-8400
www.csuci.edu

California State University, Chico

400 West First Street
Chico, CA 95929
Dr. Paul J. Zingg, President
(530) 898-4636
www.csuchico.edu

California State University, Dominguez Hills

1000 East Victoria Street
Carson, CA 90747
Dr. Willie Hagan, President
(310) 243-3696
www.csudh.edu

California State University, East Bay

25800 Carlos Bee Boulevard
Hayward, CA 94542
Dr. Leroy M. Morishita, President
(510) 885-3000
www.csueastbay.edu

California State University, Fresno

5241 North Maple Avenue
Fresno, CA 93740
Dr. Joseph I. Castro, President
(559) 278-4240
www.csufresno.edu

California State University, Fullerton

800 N. State College Boulevard
Fullerton, CA 92831-3599
Dr. Mildred García, President
(657) 278-2011
www.fullerton.edu

Humboldt State University

1 Harpst Street
Arcata, CA 95521-8299
Dr. Lisa Rossbacher, President
(707) 826-3011
www.humboldt.edu

California State University, Long Beach

1250 Bellflower Boulevard
Long Beach, CA 90840-0115
Dr. Jane Close Conoley, President
(562) 985-4111
www.csulb.edu

California State University, Los Angeles

5151 State University Drive
Los Angeles, CA 90032
Dr. William A. Covino, President
(323) 343-3000
www.calstatela.edu

California Maritime Academy

200 Maritime Academy Drive
Vallejo, CA 94590
Rear Admiral Thomas A. Cropper, President
(707) 654-1000
www.csum.edu

California State University, Monterey Bay

100 Campus Center
Seaside, CA 93955-8001
Dr. Eduardo M. Ochoa, Interim President
(831) 582-3000
www.csumb.edu

California State University, Northridge

18111 Nordhoff Street
Northridge, CA 91330
Dr. Dianne F. Harrison, President
(818) 677-1200
www.csun.edu

California State Polytechnic University, Pomona

3801 W. Temple Avenue
Pomona, CA 91768
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(909) 869-7659
www.csupomona.edu

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6000 J Street
Sacramento, CA 95819
Dr. Robert S. Nelsen, President
(916) 278-6011
www.csus.edu

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5500 University Parkway
San Bernardino, CA 92407-2318
Dr. Tomás D. Morales, President
(909) 537-5000
www.csusb.edu

San Diego State University

5500 Campanile Drive
San Diego, CA 92182
Dr. Elliot Hirshman, President
(619) 594-5200
www.sdsu.edu

San Francisco State University

1600 Holloway Avenue
San Francisco, CA 94132
Dr. Leslie E. Wong, President
(415) 338-1111
www.sfsu.edu

San José State University

One Washington Square
San Jose, CA 95192-0001
Dr. Susan W. Martin, President
(408) 924-1000
www.sjsu.edu

California Polytechnic State University, San Luis Obispo

One Grand Avenue
San Luis Obispo, CA 93407
Dr. Jeffrey D. Armstrong, President
(805) 756-1111
www.calpoly.edu

California State University, San Marcos

333 South Twin Oaks Valley Road
San Marcos, CA 92096-0001
Dr. Karen S. Haynes, President
(760) 750-4000
www.csusm.edu

Sonoma State University

1801 East Cotati Avenue
Rohnert Park, CA 94928
Dr. Ruben Armiñana, President
(707) 664-2880
www.sonoma.edu

California State University, Stanislaus

One University Circle
Turlock, CA 95382
Dr. Ellen Junn, President
(209) 667-3122
www.csustan.edu

BACCALAUREATE DEGREES AND UNDERGRADUATE STUDIES

Admission Procedures and Policies

Requirements for admission to CSU Dominguez Hills 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 at www.csumentor.edu. The CSUMentor system allows students to browse through general information about 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 acknowledgment 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 campus admission office(s).]

California State University, Dominguez Hills
University Outreach and School Relations
1000 E. Victoria Street
Carson, California 90747

Undergraduate Application Procedures

Prospective students applying for part-time or full-time undergraduate programs of study must submit a completed 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 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 campus may be re-routed to another campus at no cost, but only if the applicant is CSU eligible.

Before applying for admission to California State University, Dominguez Hills, students should carefully study the list of academic majors and their descriptions.

Pre-admission Advising

Pre-admission advisors are available to aid students in the application process. Questions about admission requirements, transfer of previous course work, application deadlines and related questions should be directed to the University Outreach and School Relations located at WH D-245, (310) 243-3696. For additional information regarding advisement, see the section on "Academic Advisement."

Applying for Admission

1. Applicants must submit the completed Application for Admission, showing social security number, evidence of residence as defined in the application booklet, and all supporting documents (official transcripts and test scores).
2. An official transcript of record from the high school of graduation is required for new freshmen and transfer students with fewer than 60 transferable semester units completed.
3. An official transcript is required from each college or university attended, if any.

4. ACT or SAT scores are required for new freshmen and transfer students with fewer than 60 transferable semester units completed, unless exempt (see "Eligibility Index").
5. The Test of English as a Foreign Language (TOEFL) is required for all applicants, regardless of citizenship, who have not attended schools full time at the secondary level or above for at least three years where English is the principal language of instruction.
6. Applicants must complete the admission file within the campus deadlines. Contact the University Outreach and School Relations for current deadlines. Late applicants will be charged a Late Application Processing fee. <http://www3.csudh.edu/student-affairs/admissions-and-records/>

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.

Application Filing Periods

(Not all campuses/programs are open for admission to every term.)

Terms in 2015/16	Applications First Accepted	Initial Filing Period
Summer Semester 2015	February 1, 2015	February 1-28, 2015
Fall Semester 2015	October 1, 2014	October 1-Nov 30, 2014
Spring Semester 2016	August 1, 2015	August 1-31, 2015

*Note: Some campuses do not admit students to Summer term.

Late Fee: A late admissions application fee of \$15.00 will be charged after the Fall deadline of April 1st, the Spring deadline of November 1st and the Summer deadline of March 1st.

Filing Period Duration: 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 admission office for current information.

Similar information is conveniently available at: www.csumentor.edu/filing_status

Importance of Filing Complete, Accurate and Authentic Application for Admission Documents

CSU Dominguez Hills 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).

Impacted Programs

The CSU designates programs as impacted when more applications from regularly eligible applicants 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 that they are offered; others are impacted only at a few campuses. Candidates for admission must meet all of the campus' specified supplementary admission criteria if applying to an impacted program or campus.

The CSU will announce during the fall filing period those campuses or programs that are impacted. Detailed information on campus and program 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 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 or admission categories 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 verification of AA-T or AS-T degree, the overall transfer grade point average (GPA), 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, but 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 admission criteria are published at www.calstate.edu/impactioninfo.shtml.

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"), 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 the CSU Dominguez Hills Testing Office (310) 243-3909. Or students may write to or call:

The College Board (SAT)

Registration Unit, Box 6200
 Princeton, New Jersey 08541-6200
 (609) 771-7588
 www.collegeboard.com

ACT Registration Unit

P.O. Box 414
 Iowa City, Iowa 52240
 (319) 337-1270
 www.act.org

The University code number for ACT is 0203; for SAT is 4098. For CSU Mentor applicants the CSU SAT code is 3594.

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. 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.

Undergraduate:	61 - INTERNET,	500- PAPER
Graduate	80: - INTERNET,	550 - PAPER

CSU Minimum TOEFL Standards**Official Transcript Requirements for Admission**

1. A transcript is official if it is sent directly from the school of origin to the Office of Admissions and Records at this University and bears the official seal of the school of origin and the signature of the Records Custodian.

A transcript hand-carried by the applicant from the institution of origin in an envelope sealed by the issuing institution may be accepted as 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 this regulation is subject to disciplinary action and will have the application for admission cancelled.

3. Schools and colleges will send transcripts only upon the request of the student. The responsibility for ensuring that official transcripts reach the Office of Admissions and Records rests with the applicant.
4. When ordering transcripts, the request should be addressed to the Office of the Admissions and Records at the particular institution. Most institutions require a fee for sending transcripts.
5. All transcripts submitted become the property of this University. Students are required to have their own personal set of transcripts from all institutions attended for advisement. The Office of Admissions and Records will not provide copies.
6. Students admitted on a provisional basis must submit required final official transcripts by the established deadlines. See Provisional Admission.

First-time Freshmen Applicants

1. Applicants enrolled in their last semester of high school must file a transcript showing all work completed to date (sophomore, junior and first semester of senior year). After high school graduation, a final transcript must be filed.
2. Applicants who have graduated from high school but who have not attended a college or university must file an official transcript showing grades earned during the last three years of high school.

Transfer Applicants

1. Official transcripts must include all college work completed to date. If currently enrolled, a work-in-progress report is required; a final official transcript is required upon completion of work-in-progress.
2. Undergraduate applicants with less than 60 transferable semester (84 quarter) units completed must also file an official high school transcript showing grades earned during the last three years of high school and the date of high school graduation.
3. Upper division undergraduate applicants (60 or more transferable credits) may be required to submit official transcripts showing completion of high school subject requirements.

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, supplemental criteria 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.

Educational Opportunity Program (EOP)

The Educational Opportunity Program (EOP) is an admission program that recruits and admits first generation students who may not meet the standard admission requirements for the

University, but who display the potential to succeed at the University. The EOP facilitates the enrollment and academic success for the educationally and economically disadvantaged. An application deadline exists for the fall semester of each academic year.

Acceptance in the program is based upon an evaluation of the student's past educational experience, completion of the EOP admission application (which may be used at all campuses within the CSU) and mandatory attendance at an informational session. Once admitted in the EOP, students are provided with support services (i.e., academic advisement, counseling and financial aid advisement) to maximize their potential for academic success.

Former EOP students at CSU Dominguez Hills must apply directly to the EOP Office for undergraduate readmission. This procedure is necessary to ensure that admission, as well as financial assistance is rendered to the student in a timely manner. The EOP Office is located in Welch Hall D-350. (310) 243-3632.

Early Start Program

Entering resident freshmen who are not proficient in math or English will need to start the remediation process before their first regular term.

The goals of the 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.

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.

Provisional Admission

CSU Dominguez Hills may provisionally admit first-time freshman applicants based on their academic preparation through the junior year of high school and planned coursework for the senior year. The campus will monitor the final terms 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 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 to be ineligible 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 composite 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.

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 full-time student for more than one term during the past five years
3. If there has been any college attendance in the last five years, has earned a C average or better in all college work attempted

Consideration will be based upon 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.

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 non-immigrant 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 eight weeks for the first term and, if not in English, must be accompanied by certified English translations.

International visa applicants are required to comply with the following requirements and instructions:

1. International applicants are encouraged to consult with an advisor in the Information Center before applying for admission to the University. Because the evaluation of international credentials may take considerable time, separate filing deadlines are in effect for applications from foreign students.
2. Applicants must file part "A" of the application for admission accompanied by a nonrefundable application fee. An application is for a specific term and is not transferable to any other term.
3. Applicants must show evidence of competence in the language. The results of the Test of English as a Foreign Language (TOEFL) with a minimum score of 500 (or 173 on the computerized TOEFL) are required to show evidence of English competence. Applicants taking the Internet-based (iBT) TOEFL must present a score of 61 or above.
4. Applicants must submit a financial responsibility statement. The form is available from the Office of Admissions and Records.

5. Freshmen applicants must be determined by the University to have academic preparation equivalent to U.S. high school graduates.

6. All official documents submitted become the property of the University and the acceptability of any international work will be determined by the University. For more information visit the International Students website:

www.csudh.edu/futurestudents/international_students.shtml.

Admission of students who have not attended U.S. institutions is based upon demonstration of preparation equivalent to that required of California residents. The Office of Admissions and Records has the final authority for assessing the transferability of credit.

7. Applicants who are transfer students must have completed 60 transferable semester units (90 quarter) with a grade point average of 2.0 at an accredited U.S. institution. Official transcripts from each institution attended are required.

Priority in admission is given to residents of California. There is little likelihood of nonresident applicants, including international students, being admitted either to impacted majors or to those with limited openings.

Other Applicants

An applicant not admissible under one of the above provisions should enroll in a community college or other appropriate institution. Only under the most unusual circumstances will such applicants be granted admission to CSU Dominguez Hills. Permission is granted only by special action.

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 Admission Offices regarding specific policies governing hardship admission.

Insurance Requirement

Effective August 1, 1995, as a condition of receiving an I-20 or IAP form, all F-1 and J-1 visa applicants must agree to obtain and maintain health insurance as a condition of registration and continued enrollment in the California State University. Such insurance must be in amounts as specified by the United States Information Agency (USIA) and NAFSA: Association of International Educators. Further information may be obtained at www.csudh.edu/isso.

Determination of Residency for 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 University fees 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 are California Education Code sections 68000-68085, 68120-68133, and 89705-89707.5, and California Code

of Regulations, Title 5, Subchapter 5, Article 4, sections 41900- 41916. Residency material can be viewed on the internet by accessing the website at www.calstate.edu/sas/residency. 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 366 days prior to the residency 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 a residence 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.

Nonresident students seeking reclassification are required to complete a supplemental questionnaire that includes questions concerning their financial independence. Financial independence is required, in addition to physical presence and intent, to be eligible for reclassification. Financial independence is established if in the calendar year the reclassification application is made and in any of the three calendar years preceding the reclassification application the student:

- Has not and will not be claimed as an exemption for state and federal tax purposes by his/her parent;
- Has not and will not receive more than seven hundred and fifty dollars (\$750) per year in financial assistance from his/her parent; and
- Has not lived and will not live longer than six (6) weeks in the home of his/her parent.

A nonresident student who has been appointed as a graduate student teaching assistant, a graduate student research assistant, or a graduate student teaching associate on any CSU campus and is employed on a 0.49 or more time basis is exempt from the financial independence requirement.

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 68070-68085 and California Code of Regulations, Title 5, Subchapter 5, Article 4, sections 41906- 41906.6, 41910 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 or more years of high school (grades 9-12) in California and graduated from a California high school or attained the equivalent of graduation. Whether an exception applies to a particular student can only be determined after 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:

Fall	September 20
Spring	January 25
Summer	June 1

Semester Term Campuses Residency Determination Dates

CalState TEACH operates on a trimester system.

Fall	September 20
Spring	January 5
Summer	June 1

CalState TEACH Trimester Residency Determination Dates

Students classified as nonresidents may appeal a final campus decision within 120 days of notification by the campus. A campus residency 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.

Nonresident Tuition Exemption for California High School Students: AB 540

The nonresident tuition exemption for California high school students (AB540) took effect January 1, 2002. This exemption does not provide resident status to students meeting the requirements but rather exempts certain nonresident students from paying nonresident tuition if they meet all of the requirements in section 68130.50 of the California Education Code. The requirements are:

- a. The student must have attended a California high school full time for three or more years. The law does not require consecutive attendance. Qualifying attendance can be at multiple California high schools. The law does not distinguish between public and private high schools. The law does not distinguish between public and private high schools nor impose any time limit on how far in the past the student may have attended a high school.
- b. The student must have graduated from a California high school or attained the equivalent thereof (e.g. a High School Equivalency Certificate issued by the California Department of Education. A G.E.D. certificate alone does not qualify). There is no limit on how far in the past the student may have attained this status.
- c. Undocumented alien students must file an Affidavit with the college indicating the student has applied for legal immigration status or will do so as soon as the student is eligible to do so.
- d. Except for nonimmigrant aliens, nonresident students who meet the first two requirements (three years of California high school attendance and either graduation or the equivalent) shall be exempted from nonresident tuition even if the student is a U.S. Citizen or lawful immigrant.
- e. If the student has filed an application with INS to legalize his or her immigration status, the student may already be eligible for resident fee status under the residency laws if that student has resided in California for more than one year since the time of INS application.
- f. Students who are nonimmigrant aliens (temporary visa holders, the most common being the F student visa and b visitor visa, but including all nonimmigrant visa categories) are not eligible for this exemption, even if their valid nonimmigrant status subsequently lapses. (A full description of nonimmigrant alien classification is found in 8 United States Code section 1101(a)(15) and is summarized in The Residence Handbook on pages 2-4).

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.

This new law specifies that undocumented alien students must sign an Affidavit (developed by the Chancellor's Office) regarding their immigration status. The law requires that all information obtained in the implementation of AB540 be kept confidential.

A student seeking this tuition exemption has the burden of providing evidence of compliance with the requirements for this exemption.

Inquiries concerning AB540 may be directed to the Office of Admissions and Records at (310) 243-3645 or the Office of Admissions and Records website at: www.csudh.edu/csudh/ar2000. This information could also be viewed by accessing the California State University's website at: www.calstate.edu/Title5/index.html.

Notification of Eligibility

In order that students may be informed as early as possible about eligibility, they are urged to apply early in the application period. When notified by the University to do so, they should promptly request that supporting documents (transcripts and test scores) be sent to the Office of Admissions and Records. The time between receipt of an application by the Office of Admissions and Records and notification of eligibility status to applicants will vary.

Early notification will be provided to those freshman applicants who can establish their eligibility prior to high school graduation. Other freshman applicants should not expect notification until at least four weeks after final transcripts and test scores reach the Office of Admissions and Records.

Transfer students applying for admission in advanced standing may expect notification approximately four weeks after final transcripts have been received. Transcripts must include all college work completed to date. If currently enrolled, a work-in-progress report is required, and a final transcript is required upon completion of work-in-progress.

Use of Social Security Number

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.

Taxpayers who claim Hope Scholarship or Lifetime Learning tax credit will be required to provide the campus with the name, address, and Taxpayer Identification Number.

Undergraduate Admission Requirements

Freshman Requirements (Resident and Nonresident)

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

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

Eligibility Index

The eligibility index is the combination of the high school grade point average and scores on either the ACT or the SAT. Grade point averages (GPA) are based on grades earned in courses taken during the final three years of high school. Included in calculation of GPA are grades earned in all college preparatory “a-g” subject requirements, and bonus points for approved honors courses. Up to eight semesters of honors courses taken in the last three years of high school, including up to two approved courses taken in the tenth 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 can be calculated by multiplying your grade point average by 800 and adding your total score on the mathematics and critical reading scores of the SAT. For students who took the ACT, multiply the grade point average by 200 and add ten 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.

Subject Requirements

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

- 2 years of social science, including 1 year of U.S. history, or U.S. history and government
- 4 years of English
- 3 years of math (algebra, geometry and intermediate algebra)
- 2 years of laboratory science (1 biological & 1 physical, both must have 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

Foreign Language Subject Requirement - The foreign language subject requirement may be satisfied by applicants who demonstrate competence in a language other than English equivalent

to or higher than expected of students who complete two years of foreign language study. For further information, students should consult a counselor or any advisor at a CSU campus admissions office.

Subject Requirement Substitution for Students with Disabilities- Applicants with disabilities are encouraged to complete college preparatory course requirements, if at all possible. If a student is judged unable to fulfill a specific course requirement because of his or her disability, alternative college preparatory courses may be substituted for specific subject requirements. Substitutions may be authorized on an individual basis after review and recommendation by the student's academic advisor or guidance counselor in consultation with the director of a CSU disabled student services program. Students should be aware that failure to complete courses required for admission may limit their later enrollment in certain majors, particularly those involving mathematics. For further information and substitution forms, please call the director of disabled student services (310) 243-3660.

Additional College Preparatory Courses Recommended

Most academic advisors agree that preparation for university study includes preparation in subjects beyond four years of English and three years of mathematics. Please see the section on Subject Requirements found in this portion of the University Catalog. Bachelor's degree curricula build upon previous study in the natural sciences, social sciences, visual and performing arts, foreign languages and the humanities. Students planning to major in mathematics, the sciences (including computer science), engineering, pre-medicine, other science-related fields, business or economics should complete four years of college preparatory mathematics. Students in the social sciences and pre-professional fields of study should include at least three years of mathematics in the preparatory studies. Further, all students should include English and mathematics in the final year of high school.

High School Student Enrollment in University Courses

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

Most commonly, college level credits earned from an institution of higher education accredited by a regional accrediting agency are accepted for transfer to campuses of the CSU; however, authority for decisions regarding the transfer of undergraduate credits is delegated to each CSU campus.

California Community Colleges and other authorized certifying institutions can certify up to 39 semester (58.5 quarter) units of General Education-Breadth (GE-Breadth) or 37 semester (55.5 quarter) units of the Intersegmental General Education Transfer Curriculum (IGETC) for transfer students to fulfill lower-division general education requirements for any CSU campus prior to transfer.

“Certification” is the official notification from a California Community College or authorized institution that a transfer student has completed courses fulfilling lower-division general education requirements. The CSU GE-Breadth and the Intersegmental General Education

Transfer Curriculum (IGETC) certification course lists for particular community colleges can be accessed at www.assist.org.

CSU campuses may enter into course-to-course or program-to-program articulation agreements with other CSU campuses and any or all of the California Community Colleges, and other regionally accredited institutions. Established CSU and California Community College articulations may be found on www.assist.org. Students may be permitted to transfer no more than 70 semester (105 quarter) units to a CSU campus from an institution that does not offer bachelor's degrees or their equivalents, for example, community colleges. Given the university's 30-semester (45-quarter) unit residency requirement, no more than a total of 90-semester (135-quarter) units may be transferred into the University from all sources.

Transfer Requirements

Applicants who have completed fewer than 60 transferable semester college units (fewer than 90 quarter units) are considered lower-division transfer students. Applicants who have completed 60 or more transferable semester college units (90 or more quarter units) are considered upper-division transfer students. Applicants who complete college units during high school or through the summer immediately following high school graduation are considered first-time freshmen and must meet the CSU minimum eligibility requirements for first-time freshman admission. 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 CSU admission consideration as a lower-division transfer if they have a cumulative grade point average of at least 2.0 in all transferable units attempted.

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 missing college preparatory subject requirements, have been in continuous attendance in an accredited college since high school graduation, and have made up the missing subject requirements with a 2.0 or better GPA.

Applicants who graduated from high school prior to 1988 should contact the admission office to inquire about alternative admission programs.

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 the CSU campus admission office, to which you are applying for further information about alternative ways to satisfy the subject requirements.

Due to increased enrollment demands, most CSU campuses do not admit lower-division transfer applicants.

Upper Division Transfer Requirements

Generally, applicants will qualify for consideration for upper-division transfer admission if they meet all of the following requirements:

1. Cumulative grade point average of at least 2.0 in all transferable units attempted;
2. In good standing at the last college or university attended; and
3. Completed at least sixty (60) transferable semester (90 quarter) units of college level coursework with a grade point average of 2.0 or higher and a grade C or better in each course used to meet the CSU general education requirements in written communication, oral communication, critical thinking, and quantitative reasoning, e.g. mathematics.

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 3 semester units) OR the Intersegmental General Education Transfer Curriculum (IGETC) requirements in English communication and mathematical concepts and quantitative reasoning.

Associate Degrees for Transfer (AA-T or AS-T)

The Associate in Arts for Transfer (AA-T) and the Associate in Science for Transfer (AS-T) degrees offered at the California Community Colleges (CCC) are designed to provide California Community College students a clear transfer preparation and admission pathway to those CSU degree majors deemed similar. Those students who complete these transfer degrees and who are admitted to a similar CSU major program or option for that discipline will be able to complete the Baccalaureate Degree within 60 semester or 90 quarter units providing that all remaining required courses are completed successfully without a break in attendance and providing that no supplemental courses for minors or areas of emphasis are undertaken.

California Community College students who earn an associate degree for transfer (AA-T or AS-T) are guaranteed admission with junior standing to the California State University but not to any particular campus or program. Because several CSU campuses are receiving more transfer applications from eligible students than can be accommodated, these campuses have declared impaction resulting in higher admission criteria. See more on impaction at www.calstate.edu/SAS/impactioninfo.shtml. However, transfer students who earn the AA-T or AS-T degrees, are given priority admission over other transfer applicants when applying to a non-impacted CSU campus or to a non-impacted program from a community college within the local admission area of the campus. These students are also given priority admission consideration when applying from a community college that is outside the local admission area of an impacted CSU campus or when applying to a similar program that is impacted at any CSU campus. A current list of CSU degree programs that have been deemed similar to the associate degrees for transfer can be found at www.calstate.edu/transfer/adt-search.

Those students who earn associate degrees for transfer and apply to a CSU campus but cannot be admitted due to impaction will be redirected to another CSU campus and offered admission for the same term. In order to qualify for the priority admission guarantee, transfer applicants must be conferred an approved Associate Degree for Transfer (AA-T/AS-T) by a California Community College, must apply for admission to California State University campuses for an open term by the published deadline, submit all requested transcripts and documents, meet CSU admission eligibility requirements for the campus and/or program, and must comply with any other prescribed admission requirements. It is the responsibility of these transfer students to provide documentation about the completion of the degree to each CSU campus that has received an application for admission.

Conditional Admission

First-Time Freshman Applicants

Applicants may be offered a Conditional Admission to the University if based on incomplete transcripts and/or self-reported data that the applicant meets or exceeds the admission standards. First-Time Freshman required to take the ELM and/or EPT tests must do so before they are eligible to register. Based on the results of these tests applicants must register for the appropriate English and/or Math classes during their first term of enrollment. Official transcripts verifying compliance with the admission standards should be submitted prior to the beginning of classes. Failure to submit all required documents will result in not being eligible to register for subsequent semesters. Consult the class schedule for specific document deadlines.

Transfer Applicants

A Conditional Admission to the University may be made to those transfer students who as result of incomplete transcripts and self reported data appear to meet or exceed transfer admission requirements. However, all official documents that substantiate compliance with the admission standards must be received prior to the first day of classes for the semester admitted. Failure to do so will result in the withdrawal of Conditional Admission and if the applicant has registered, an administrative withdrawal from all classes. Consult the class schedule for specific document deadlines.

Readmission of Former Students

Continuing Student Status

Students may elect to be absent for one semester without losing catalog rights or eligibility for re-registration, subject to the following conditions:

1. A registration appointment time will not be assigned to scholastically disqualified students following their most recent semester of attendance at CSU Dominguez Hills.
2. Students who attend another college or university during an absence from CSU Dominguez Hills must file an application for admission as a returning student and must have official transcripts of work attempted sent to the Office of Admissions and Records. A nonrefundable application fee is required. Students who use the Intrasystem Visitor Program do not have to file a new application.

3. Undergraduate students who graduate from CSU Dominguez Hills and wish to continue as graduate students must file a graduate application for admission. An application fee is required. Late applicants will be charged an additional late application processing fee.

Returning Students

Undergraduate students who have been absent for two semesters or more prior to the semester of return must apply for readmission, unless approved for and participating in the Planned Educational Leave program, as described later in this section of the catalog.

Students who attend another institution during any absence from CSU Dominguez Hills must file an application for admission as a returning student and are subject to the non-refundable application fee.

Returning students who have not maintained continuing student status or been approved for the Planned Educational Leave Program will lose their catalog rights and will be subject to all requirements and regulations in the catalog of the year they are readmitted.

Undergraduate students previously enrolled at the University are not required to file a new application for admission and pay an application fee unless they are absent from the University for two semesters or more or have attended another institution during their absence. Graduate students must reapply if they are absent for one term.

Former Students in Good Standing

A student who left the University in good standing will be readmitted provided any academic work attempted elsewhere does not change his/her scholastic status. Transcripts of any work attempted in the interim are required.

Former Students on Probation

A student on probation at the close of the last semester of enrollment may be readmitted on probation provided he/she is otherwise eligible. The student must have official transcripts of any college work attempted during their absence sent to the University.

Readmission of Disqualified Students

The readmission of a previously disqualified student is by special action only. The University normally will not consider a student for readmission until the student has not attended for one semester and until she/he has fulfilled all recommended conditions. In every instance, readmission action is based upon evidence that the causes of previous low achievement have been removed. The evidence includes transcripts of work completed elsewhere subsequent to disqualification and other objective evidence. A request for readmission must be filed in order for a student to be considered for readmission. Formerly disqualified undergraduate students who are interested in being reinstated should contact the University Advisement Center (310-243-3538) for information regarding the process to request readmission as an undergraduate student at California State University, Dominguez Hills.

Cancellation of Admission

Admission to the University is for a specific semester. Students who do not register for that semester will have their admission cancelled. When seeking admission at a future date, students must file a new application form, follow the complete application procedure, and meet the current admission requirements. Transcripts on file will be retained for one year.

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 4 to 6 months period. If you need further details or have special circumstances, please consult the Student Health Center at (310) 243-3629.

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.

Evaluation of Academic Records

Evaluation of Transfer Credits

Previous college work will be evaluated in terms of its relationship to the requirements of CSU Dominguez Hills. Some undergraduate programs have established time limits for previously completed coursework in the major or minor. Please check the appropriate section of this catalog or consult with an advisor regarding departmental policy. The transfer credit evaluation is official and remains valid as long as the student enrolls in the semester specified and remains in continuous attendance. If the student is not in continuous attendance, and has not applied for and been granted a formal leave of absence, an evaluation issued upon readmission will specify any changes in requirements. Students who obtain a general education certification from a California Community College will be required to complete at least nine upper division units in General Education at CSU Dominguez Hills.

Allowance for Transfer Credit

The maximum credit allowed by the Administrative Code when transferring from a community college to a state college or university is 70 semester (105 quarter) units. Upper division credit is not allowed for courses completed at a community college. Transferability of courses is determined by the community college. Credit is granted for all transferable courses completed at regionally accredited institutions with the exception being the limit on community college credit. Transfer credit is not limited to those courses that precisely parallel the courses offered at CSU Dominguez Hills.

Credit for Supplemental Transfer Work

In order to receive credit toward a degree for work completed at other colleges or universities subsequent to matriculation at this University, students must have official transcripts forwarded to the Office of Admissions and Records. After a student has completed 70 semester (105 quarter) units of transferable credit at a community college, no

further community college units will be accepted for unit credit toward the total units required for the degree. However, course credit will be allowed for meeting course requirements.

Credit for Non-collegiate Instruction

CSU Dominguez Hills 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 numbers 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.

Credit for Extension and Correspondence Courses

The University allows transfer credit for appropriate courses completed in extension or by correspondence from accredited colleges or universities and from the United States Armed Forces Institute. A maximum of 24 semester (36 quarter) units earned through extension, correspondence and USAFI may be accepted toward a bachelor's degree.

Credit for Military Service

A total of six semester units of lower division elective credit will be granted for one or more years of active military duty with an honorable discharge. A photostatic copy of military separation, DD 214, should be submitted to the Office of Admissions at the time of application for admission.

Credit for Prior Learning

CSU Dominguez Hills grants up to 12 units of credit for learning, knowledge, or skills-based experience that has been documented and evaluated according to campus policy. Students should be aware, however, that policies for earning credit for prior learning vary from campus to campus in the CSU.

Students who have acquired the equivalent of learning through prior life experience may apply for academic credit for this learning. Students must have completed 30 units in residence prior to evaluation of this prior learning. The Credit for Prior Learning program consists of two parts:

1. preparation of a portfolio detailing the prior learning under the guidance of a faculty advisor using the course IDS 380 (1 unit, CR/NC grading).
2. evaluation of the learning portfolio by appropriate faculty who will recommend the number of units of academic credit to be awarded. Students will then register for the approved number of units using the course IDS 382 (1-11 units, CR/NC grading).

Credit may be used as elective units, or on approval of the appropriate department chair, as part of the requirements for a major or minor.

For further information concerning this program, please contact your academic department.

Appeal of Admission Decision

Section 89030.7 of the California Education Code requires that 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 indicate a time estimate for when the campus expects to respond to an appeal. The appeal procedures must be included in all denial of admission notifications to students, and must also be published on the campus website.

<http://www.csudh.edu/admissionsappeals>

You may appeal your admission denial if you believe your academic or personal circumstances could not be considered adequately through the standard admission review process or that an error occurred in the application review. If you believe you have been denied admission in error, you must submit your appeal within 15 days of receipt of your denial letter (this timeline is based on Assembly Bill 670, Section 89030.7).

Your appeal packet should include your full Name, Student ID Number, and the following:

- A written Statement from the applicant which clearly and concisely presents the basis of appeal.
- If you are submitting additional academic records, your Statement should include an explanation of why the additional information was not available at the time of application.
- Official academic records which were not available at the time of application.
- Official documentation of extenuating circumstances (for example: doctors' records, death certificates, etc.).

All documents should be submitted together in one packet. If you submit a letter only, without supporting documentation or academic records, it will be assumed that your packet is complete, and your appeal will be reviewed based only on this information. Appeals will be reviewed within two weeks of submission.

You may submit your Admission Appeal Packet to:
CSUDH Office of Admissions & Records
Attn. Admission Decision Appeal Committee
1000 E. Victoria Street, WH-C290
Carson, CA 90747

College Level Examination Program (CLEP)

The University presently is operating under the following CLEP credit policy. The minimum standards are as follows:

A. General Examinations

Student must achieve a minimum passing standard score of 50.

Credit granted for general examinations in humanities and natural science may be used to fulfill General Education requirements as applicable; if not applicable to General Education, elective credit will be granted.

B. Subject Examinations

Student must achieve a minimum passing standard score as determined by the University for each examination.

Credit will be given only for those examinations determined to be equivalent to CSU Dominguez Hills courses and may be used to fulfill General Education, major, minor or elective requirements.

A student shall not receive credit through CLEP for taking a test in a subject more elementary than those already passed.

CLEP Examination	CLEP Score	CSUDH GE Area Met	CSUDH GE Course Equivalent	GE Units	Elective Course Equivalent	Elective Units	Total Units
American Government	50	D4 (US-2)		3		0	3
American Literature	50	C3	ENG 230	3		0	3
Analyzing & Interpreting Literature	50	C3	ENG 230	3		0	3
Biology	50	B2	BIO 102	3		0	3
Calculus	50	B4		3		0	3
Chemistry	50	B1	CHE 102	3		0	3
College Algebra	50	B4		3		0	3
College Algebra-Trigonometry	50	B4		3		0	3
College Mathematics	50	N/A		0		0	0
English Composition (no essay)	50	N/A		0		0	0
English Composition (with essay)	50	N/A		0		0	0
English Literature	50	C3	ENG 230	3		0	3
Financial Accounting	50	N/A		0		3	3
French Level I*	50	N/A		0	FRE 110 & FRE 111	6	6
French Level II*	59	C3	FRE 220	3	FRE 111	9	12
Freshman College Composition	50	N/A		0		0	0

German Level I*	50	N/A		0		6	6
German Level II*	60	C3		3		9	12
History , United States I	50	D3 (US-1)	HIS 101	3		0	3
History , United States II	50	D3 (US-1)	HIS 101	3		0	3
Human Growth & Development	50	E		3		0	3
Humanities	50	C1	HUM 200	3		0	3
Info Systems & Computer Applications	50	N/A		0	CIS 270	3	3
Intro to Educational Psychology	50	N/A		0		3	3
Introductory Business Law	50	N/A		0	LAW 240	3	3
Introductory Psychology	50	D1	PSY 101	3		0	3
Introductory Sociology	50	D1		3		0	3
Natural Sciences	50	B1 or B2		3		0	3
Pre-calculus	50	B4	MAT 153	3		0	3
Principles of Accounting	50	N/A		0		3	3
Principles of Macroeconomics	50	D1	ECO 210	3		0	3
Principles of Management	50	N/A		0	MGT 350	3	3

Principles of Marketing	50	N/A		0	MKT 310	3	3
Principles of Microeconomics	50	D1	ECO 211	3		0	3
Social Sciences & History	50	N/A		0		0	0
Spanish Level I*	50	N/A		0	SPA 110 & SPA 111	6	6
Spanish Level II*	63	C3	SPA 221	3	SPA 220	9	12
Trigonometry	50	B4		3		0	3
Western Civilization I	50	D2		3		0	3
Western Civilization II	50	D2		3		0	3

CLEP Examination

A student shall not receive credit if an examination duplicates course work previously noted on a transcript.

Credit awarded through CLEP will not count as residence credit. A student may earn up to 30 semester units through CLEP. Unless otherwise indicated, three semester units of credit will be granted for each examination.

* If a student passes more than one CLEP test in the same language other than English (e.g., two exams in French), then only one examination may be applied to the baccalaureate. For each test in a language other than English, a passing score of 50 is considered "Level I" and earns six units of baccalaureate credit; the higher score listed for each test is considered "Level II" and earns additional units of credit and placement in Area C3 of GE Breadth, as noted.

Advanced Placement

CSU Dominguez Hills grants credit toward its undergraduate degrees for successful completion of examinations of the Advanced Placement Program of the College Board. Students who present scores of three or better will be granted up to six semester units (nine quarter units) of college credit.

Advanced Placement (AP) Credit can count for General Education (GE), lower division major/minor requirements or elective credit. Students must submit official Advanced Placement scores to the Office of Admissions before credit is awarded.

The following exams satisfy CSUDH General Education requirements or major/minor courses:

AP Examination	AP Score	CSUDH GE Area Met	CSUDH GE Course Equivalent	GE Units	CSUDH Elective Course Equivalent	Elective Units	Total Units
Art History	3	C2		3		3	6
Biology	3	B2 & B3	BIO 102 & BIO 103	4		2	6
Calculus AB *	3	B4		3		0	3
Calculus AB *	4 or higher	B4	MAT 191	3		0	3
Calculus BC *	3	B4		3		3	6
Calculus BC *	4 or higher	B4	MAT 191 & MAT 193	5		1	6
Chemistry	3	B1 & B3	CHE 102 & CHE 103	4		2	6
Chinese Language & Culture	3	C3		3		3	6
Comparative Government & Politics	3	D2		3		0	3
Computer Science A*	3	N/A		0	CSC 121	3	3
Computer Science AB*	3	N/A		0		6	6

AP Examination	AP Score	CSUDH GE Area Met	CSUDH GE Course Equivalent	GE Units	CSUDH Elective Course Equivalent	Elective Units	Total Units
English Language & Composition	3	A1	ENG 110 & ENG 111	6		0	6
English Literature & Composition	3	A1 & C3	ENG 110 & ENG 111	6		0	6
Environmental Sciences**	3	B1 & B3		4		0	4
European History	3	D2		3		3	6
French Language & Culture	3	C3		3		3	6
German Language & Culture	3	C3		3		3	6
Human Geography	3	D2	GEO 100	3		0	3
Italian Language & Culture	3	C3		3		3	6
Japanese Language & Culture	3	C3		3		3	6
Latin	3	C3		3		0	3
Macroeconomics	3	D1	ECO 210	3		0	3
Microeconomics	3	D1	ECO 211	3		0	3
Physics 1***	3	B1 & B3		4		0	4

AP Examination	AP Score	CSUDH GE Area Met	CSUDH GE Course Equivalent	GE Units	CSUDH Elective Course Equivalent	Elective Units	Total Units
Physics 2****	3	B1 & B3		4		0	4
Physics C**** (electricity/magnetism)	3	B1 & B3		4		0	4
Physics C**** (mechanics)	3	B1 & B3		4		0	4
Psychology	3	D1	PSY 101	3		0	3
Spanish Language & Culture	3	C3		3		3	6
Spanish Literature & Culture	3	C3		3		3	6
Statistics	3	B4		3		0	3
Statistics	4	B4	MAT 131	3		0	3
Studio Art- 2D Design	3	N/A		0		3	3
Studio Art- 3D Design	3	N/A		0		3	3
Studio Art- Drawing	3	N/A		0		3	3
U.S. Government & Politics	3	D4 (US-2)	POL 101	3		0	3
U.S. History	3	D3 (US-1)	HIS 101	3		3	6
World History	3, 4	D2	HIS 120	3		3	6

AP Examination	AP Score	CSUDH GE Area Met	CSUDH GE Course Equivalent	GE Units	CSUDH Elective Course Equivalent	Elective Units	Total Units
World History	5	D2	HIS 120 & HIS 121	6		0	6

Advanced Placement Examination

* If a student passes more than one AP exam in calculus or computer science, only one examination may be applied to the baccalaureate.

** Students who pass AP Environmental Science earn 4 units of credit. Tests prior to Fall 2009 may apply to either B1+B3 or B2+B3 of GE Breadth. Fall of 2009 or later, those credits may only apply to B1+B3.

*** If a student passes more than one AP exam in physics, only six units of credit may be applied to the baccalaureate, and only four units of credit may be applied to a certification in GE Breadth.

Baccalaureate, and only four units of credit may be applied to a certification in GE Breadth.

International Baccalaureate (IB)

California State University Dominguez Hills grants credit toward its undergraduate degrees to students with International Baccalaureate higher level (HL) Exam passing scores of 4 or 5. Students who wish to obtain credit for IB Examinations must have their official IB transcripts forwarded to the Office of Admissions and Records. The IB Table reflects exam area passing scores, General Education designation and course equivalency credit.

IB Examination	IB Score	CSUDH GE Area Met	CSUDH GE Course Equivalent	GE Units	CSUDH Elective Course Equivalent	Elective Units	Total Units
Biology HL	5	B2	BIO 102	3		3	6
Chemistry HL	5	B1		3		3	6

Economics HL	5	D1	ECO 210 & ECO 211	3	3	6
Geography HL	5	D2	GEO 100	3	3	6
History (any region) HL	5	D2		3	3	6
Language A1 (English) HL	4	A1	ENG 110	3	3	6
Language A2 (English) HL	4	A1	ENG 110	3	3	6
Language B (English) HL*	4	A1	ENG 110	3	3	6
Language A1 (any language but English) HL	4	C3		3	3	6
Language A2 (any language but English) HL	4	C3		3	3	6
Mathematics HL	4	B4	MAT 191 & MAT 193	5	1	6
Physics HL	5	B1		3	3	6
Psychology HL	5	D1	PSY 101	3	0	3
Theatre HL	4	C2		3	3	6

International Baccalaureate Examination

* The IB curriculum offers language at various levels for native and non-native speakers. Language B courses are offered at the intermediate level for non-natives. Language A1 and A2 are advanced courses in literature for native and non-native speakers, respectively.

Requirements for a Bachelor's Degree

Students seeking a baccalaureate degree from the University must complete specific requirements as determined by the Trustees of the California State University; The California Administrative Code, Title 5; and, California State University, Dominguez Hills. Briefly summarized, the college-wide requirements include all of the following:

1. completion of a minimum of 120 semester units of credit. Students earning a B.S. degree may be required to take up to 132 semester units.
2. completion of a minimum of 40 upper division units.
3. completion of General Education (54-60 semester units, area A-G) with a GPA of 2.0 or better. (Note: Courses used to satisfy Area "A" of General Education (Basic Skills) must be at the grade level of "C" or better to meet graduation requirements at CSU Dominguez Hills. Students who transferred in "D" grades in Basic Skills courses must repeat those courses to satisfy graduation requirements. Although these courses may have been used to determine eligibility for admission, unit credit will be granted only once for graduation purposes for the same course, regardless of the number of times the course has been repeated.)
4. satisfaction of statutory requirements in U.S. History, Constitution and American Ideals by completing courses HIS 101 or examination and POL 101 or examination.
5. completion of one of the following: a major and a minor or thematic project; or a major in one of the designated single field majors; or a double major. This requirement also can be satisfied through the Areas of Concentration in Interdisciplinary Studies combined with a thematic project, a minor or another major. Specifications for each of the above are outlined under their appropriate headings in the "Academic Programs" section of this catalog.
6. completion of elective courses (beyond the requirements above) to reach the total of a minimum of 120 or, for some B.S. degrees, 132 semester units of credit.
7. resident requirements, upper division unit requirements, and grade point average requirements must be satisfied.

Graduation Requirement in Writing Proficiency

All students must demonstrate competency in writing skills as a requirement for graduation. This requirement can be met by satisfying the Graduation Writing Assessment Requirement (GWAR). Information on currently available ways to meet this graduation requirement may be obtained from the University Advisement and Testing Center. Students who do not meet this requirement within two semesters after completing the English Composition section of the Basic Skills requirements (or 72 semester units total, whichever comes last) will receive special advisement. In addition, they will be required to enroll in ENG 350 or another approved upper division course until they successfully complete the requirement.

Systemwide Placement Test Requirements

EPT/ELM Requirements for Freshmen and New Transfer Students

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

(www.csuenglishsuccess.org/ept) and/or ELM (www.csumathsuccess.org/elm_exam). Campus may establish deadlines by which new students must register for and/or take placement exams as a requirement for enrollment.

Questions about test dates and registration materials may be addressed to:

CSU Dominguez Hills Testing Office

1000 E. Victoria St.

Carson, CA 90747

(310) 243-3909

www.csudh.edu/testing/EPT-ELM

English Placement Test (EPT)

The English Placement Test (EPT) is designed to assess the 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 developmental 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 of a course that transfers to a CSU and satisfies the requirement in Qualitative Reasoning, provided such a course was completed with a grade of C or better
- A result of Standard Exceeded: Ready for CSU college-level coursework in English on the California Assessment of Student Performance and Progress (CAASPP) exam

The following Conditionally Ready statuses require students to continue their preparation in the 12th grade by completing an approved English course with a grade of C or better. Students that do not meet the conditional requirement will need to participate in the CSU’s Early Start Program, unless exemption was met through another pathway.

- 460-490 on the Critical Reading portion of the SAT Reasoning Test
- 19-21 on the English portion of the ACT Test
- A result of Standard Met: Conditionally Ready for college-level coursework in English on the CAASPP exam

ENGLISH PLACEMENT TEST (EPT) Course Placement

Score	Course
T = 120-140	ENG 88 and then ENG 99
T = 141-146	ENG 99
T = 147 (pass)	ENG 110

Entry Level Mathematics (ELM) Examination

The Entry Level Mathematics (ELM) Examination is designed to assess and measure the 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 developmental 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 result of Standard Exceeded: Ready for CSU college-level coursework in mathematics on the California Assessment of Student Performance and Progress (CAASPP) exam

The following Conditionally Ready statuses require students to continue their preparation in the 12th grade by completing an approved math course with a grade of C or better. Students that do not meet the conditional requirement will need to participate in the CSU's Early Start Program, unless exemption was met through another pathway.

- 490-540 on the Mathematics portion of the SAT Reasoning Test
- 20-22 on the Mathematics portion of the ACT exam
- A result of Standard Met: Conditionally Ready for college-level coursework in mathematics on the CAASPP exam

Entry Level Mathematics (ELM) Exam Course Placement

T=100-470	MAT 3
T=480-540	MAT 95
T=550	G.E. Level Math Course

Before March 2002

T=0-40	MAT 3
T=42-48	MAT 9
T=50	G.E. Level Math Course

March 2002 and after

EPT and ELM Test Dates

Registration materials are available from the Testing Office.
WH A-210, (310) 243-3909.

Test Date	Registration Dates	Week Scores Available
Saturday, July 12, 2014	June 2-28, 2014	Monday, August 4, 2014
Saturday, August 2, 2014	June 29-July 19, 2014	September 1, 2014
Saturday, August 9, 2014	June 29-July 26, 2014	September 1, 2014
Saturday, January 10, 2015	November 1-December 19, 2014	February 2, 2015
Saturday, February 14, 2015	December 20, 2014-January 30, 2015	March 9, 2015
Saturday, February 28, 2015	January 3-February 13, 2015	April 13, 2015
Saturday, March 7, 2015	January 10-February 20, 2015	April 13, 2015
Saturday, March 21, 2015	January 31-March 6, 2015	April 13, 2015
Saturday, April 4, 2015	February 14-March 20, 2015	April 27, 2015
Saturday, April 11, 2015	February 21-March 27, 2015	May 25, 2015
Saturday, May 2, 2015	March 14-April 17, 2015	May 25, 2015
Saturday, May 9, 2015	March 21-April 24, 2015	July 2015
Saturday, June 13, 2015	April 25-May 29, 2015	July 2015

Credit for Remediation

Undergraduate students may enroll in college preparatory course work (001-099) for credit, but the credit will not be counted as part of the 120-132 units required for graduation. Students will

be allowed to enroll in college preparatory courses only if their performance on a screening test indicates pre-collegiate work is necessary. Students are not allowed to challenge college preparatory courses. Remedial courses will be offered on a "CR/NC" basis only. For further information regarding courses that may be considered as college preparatory, students should consult their advisor or the University Advisement Center (WH A-220).

Academic Skills Assessment Plan (ASAP)

Students Admitted to CSUDH Fall 1998 and After

New students enrolled at the University Fall 1998 and after are subject to System wide Placement Test and remedial English and mathematics class requirements (E.O. 665). Non-exempt students must take the English Placement Test (EPT) and the Entry Level Mathematics (ELM) examination before registering for classes. If test results show that remedial courses in English or mathematics are needed, students must:

- Enroll in required remedial classes the first semester of attendance and thereafter;
- Pass all remedial courses in two semesters.

After two semesters, students cannot register or continue to attend classes at CSU, Dominguez Hills if all required remedial classes (ENG 88/ENG 99 and MAT 3/MAT 9) are not passed.

Furthermore, students are subject to Academic Skills Assessment Plan (ASAP) "probation" if they do not pass General Education level English (ENG 110 and ENG 111) and mathematics (MAT 105 or equivalent) in four semesters.

Finally, students are subject to ASAP "disqualification" from the University if they do not pass General Education level English (ENG 110 and ENG 111) and mathematics (MAT 105 or equivalent) classes in six semesters.

Students should contact the University Advisement Center for additional information at (310) 243-3538, email at uac@csudh.edu, or in person at WH A-220.

Students Admitted to CSUDH Before Fall 1998

Non-exempt students admitted and enrolled before Fall 1998 are subject to Academic Skills Assessment Plan (ASAP) guidelines for completion of the English Placement Test (EPT), the Entry Level Mathematics (ELM) examination, required remedial English and math classes, and General Education level English and math classes.

Students are subject to ASAP "probation" if they do not take the EPT and ELM and pass all required remedial English classes (ENG 88 and ENG 99) and mathematics classes (MAT 3 and MAT 9) within two semesters. Students may be ASAP "disqualified" from the University if they do not meet these requirements and classes in four semesters.

Additionally, students are subject to ASAP "probation" if they do not pass General Education level classes in English (ENG 110 and ENG 111) and mathematics (MAT 105 or equivalent) in four semesters. Students may be ASAP "disqualified" from the University if they do not pass the General Education level classes in six semesters.

Students should contact the University Advisement Center for additional information at (310) 243-3538, email at uac@csudh.edu, or in person at WH A-220.

Completion of the Graduation Writing Assessment Requirement (GWAR)

California State University Executive Order 665 states that all students "must demonstrate competency in writing skills at the upper division level as a requirement for graduation." It further states that "certification of writing competency shall be made available to students as they enter their junior year [60 units]. Students should complete the requirement before the senior year [90 units]."

Undergraduate students must first complete their lower division English composition courses in Area A, General Education, before attempting to complete this upper division requirement. Fulfillment of GWAR should be undertaken at the beginning of the junior year (or 60 units), and satisfied by the time 72 units are completed.

The GWAR can be met through one of the following options:

1. Graduation Writing Examination (GWE).

The Graduation Writing Examination, a voluntary test for which a \$35 fee is charged, is available to students five times per academic year, in September, November, February, April, and June or July. Students must earn a score of 8 or higher to satisfy the GWAR. Students may take the test a second time if necessary. The test may be taken only two times. After two attempts at the test, students must then take a certifying course. Information on test dates and registration procedures is available in each semester's Class Schedule, in the Testing Office, Welch Hall A-210, (310) 243-3909, testing@csudh.edu, or at the Testing website www.csudh.edu/testing/index.htm.

Provisions are made for students majoring in distance learning programs and other off-campus programs. Although students majoring in these programs can take the GWE on-campus, most students have the option of taking it via a proctor at a location of their choosing. There are three off-campus administrations per academic year, in the fall, spring, and summer. Students exercising this option must register directly with their Program Advisors, who will then provide them with any necessary information and materials

A provision is made for students who are not native speakers of English. The GWE registration form asks students to indicate whether or not they are native speakers of English. Students who declare themselves non-native speakers may elect to write their essay in two hours instead of one, though this choice must be made at the time of registration. The essays are scored along with those of native speakers with respect to overall considerations of focus, critical understanding, content, organization, and grammar.

Provisions are made for students who are disabled. Arrangements are made on an individual basis by the Student Disability Resource Center, Welch Hall 180, (310) 243-3660, in conjunction with the Testing Office. Students must contact the Student Disability Resource Center at least 10 working days prior to the GWE test date and after registering for the GWE. Students should contact the Testing Office for details: (310) 243-3909, or testing@csudh.edu.

Provisions are made for students who, for religious or other compelling reasons, cannot be tested on Saturdays, the usual day of the test. If students can demonstrate a legitimate reason (e.g., religious belief or travel associated with CSUDH intercollegiate sports programs) for inability to take the GWE on Saturday, an alternative day will be found. They should contact the Testing Office, (310) 243-3909, or testing@csudh.edu.

2. Certifying Courses

A. Advanced Composition Course offered by the English Department. The English Department regularly offers an advanced composition course (ENG 350, 3 units, A-C/NC). A Composition Cooperative exam (a timed writing test similar to the GWE) is administered at the end of the course and counts for 25% of the grade. Students must earn a grade of C or higher (B or higher for graduate students) to satisfy the GWAR.

B. Upper Division Writing Adjunct offered by the Department of Interdisciplinary Studies. The Writing Adjunct (IDS 397, 2 units, and IDS 398, 2 units, CR/NC), provides individualized instruction in composition that is adjunctive to writing for other courses. Students must complete both IDS 397 and IDS 398. A Composition Cooperative exam (a timed writing test similar to the GWE) is administered at the end of IDS 398 and counts for 50% of the grade. Students must earn a credit in both IDS 397 and IDS 398 to satisfy the GWAR.

3. Transfer Certification

Students who have satisfied the Graduation Writing Assessment Requirement (GWAR) at another CSU campus in 1984 or later but prior to matriculation at CSU Dominguez Hills may petition for fulfillment of GWAR at CSUDH. Students must complete a Petition for Fulfillment of GWAR at the Testing Office, attaching a copy of the certifying test score or a copy of an official transcript and the catalog description of the pertinent coursework.

General Education

All students graduating from CSU Dominguez Hills are required to complete 55-62 semester units in General Education, distributed as follows: (a) 12-14 semester units of Basic Skills; (b) 34-36 semester units of lower division General Education divided among Natural Sciences (10-12), Humanities (9), Social Sciences (12), and The Whole Person (3); and (c) nine semester units of upper division Integrative Studies. In addition, all students must take one course (3 units) that addresses Cultural Pluralism (i.e. the impact of the integration of cultures) within their General Education requirements. At least nine semester units must be earned at CSU Dominguez Hills (see separate General Education section.)

Certification of General Education Lower Division Credit

Accredited postsecondary colleges and universities offering the B.A. or B.S., or the first two years of such degree programs, may certify completion of the lower division General Education requirements according to procedures specified in CSU Executive Order 342. An additional nine semester units of upper division General Education courses must be completed at CSU Dominguez Hills. (See "General Education" section of this catalog.)

Double Counting of General Education Courses

Lower division General Education courses may be double counted (in both the major and the minor). Upper division General Education courses may be double-counted in the following majors only: Liberal Studies, Clinical Sciences, Interdisciplinary Studies, and the Nursing Program. (Majors in these programs should consult their faculty advisors for details.) Upper division General Education courses may be double-counted in the minor if: (a) at least 12 semester units are taken in the minor exclusive of General Education courses; and (b) General Education courses used in the minor have the approval of the chair/coordinator responsible for the minor. Even though students may double-count certain General Education courses, they will

not receive additional unit credit towards graduation by double-counting. For example, a double-counted course counts three units (not six) towards graduation.

Statutory Requirements: United States History, Constitution and American Ideals

To qualify for graduation, each student shall demonstrate knowledge of the Constitution of the United States and American history, including the study of American institutions and ideals, and the principles of state and local government established under the Constitution of the state of California.

These statutory requirements may be satisfied by completion of (POL 101) American Institutions, and (HIS 101) History of the United States, or by passing comprehensive examinations in each of these fields. Students who have fulfilled the American History and the United States Constitution and government section of the state requirements may fulfill the California state and local government section by successfully completing POL 312 or by passing a comprehensive examination. (Contact the Political Science Department, (310) 243-3434 for further information.) Students transferring from other colleges who have not already met one or more of these requirements may take examinations in those parts not met. Students transferring from other accredited institutions of collegiate grade, who have been certified by such institutions as meeting these requirements, shall not be required to take further courses or examinations therein.

Major and Minor

A student selecting the major/minor or thematic project program must satisfy the requirement for a major and a minor field as designated in the respective program sections of this catalog. In each major or minor field a grade point average of 2.0 (C) or better is required.

No course may count in both the major and minor unless it is a prerequisite for both. If upper division course requirements overlap, additional courses may need to be taken to fulfill unit requirements of both the major and minor. A student should see his/her advisor to make substitutions.

Double Major or Minor

A student may complete an additional minor or second major. Units used to satisfy the requirements for an additional major or minor cannot have been used in the first major or minor. The student shall declare the second major or minor at the time the Application for Graduation is filed and have the appropriate advisement form submitted. Whenever a double major is used to satisfy graduation requirements, the upper division courses must not overlap. The completion of an additional major or minor will be noted on the official transcript. A student who completes requirements for two majors under a single degree, B.A. or B.S., may have both majors recorded on the diploma. A student who completes two majors leading to different degrees, for example, economics (B.A.) and public administration (B.S.), must declare one major as the degree major, in order to determine the appropriate degree to be awarded and notation for the diploma. A student will not be granted two diplomas and two degrees, as distinguished from two majors, at the same time. Note: If a student completes the double major, no minor is required toward completion of the degree. The residency requirement for a second major is the same as for the primary major: 12 upper division units at CSU Dominguez Hills.

Double Concentration

A student may complete a double concentration but only the primary concentration will be printed on the transcript and diploma.

Interdisciplinary Studies Major

A student may choose to pursue a major in the Interdisciplinary Studies degree program in one of the designated Areas of Concentration. In addition, the student will have to complete a thematic project, a minor, or a second major.

Same Field Major and Minor

No student is permitted to declare a major and minor in the same field, except for the following:

1. Any combination of major and minor in Art, such that the title of the major and minor are not the same (i.e., an Art History major and Studio Art minor would be permissible).
2. A Microbiology minor can major in Biology with the general option, but not with the Microbiology option.
3. An English major can minor in Language and Linguistics.
4. A Recreation and Leisure Studies minor and a Physical Education major.
5. A Music major with an option in Audio Recording or Electronic Music Synthesis and a minor in general Music.
6. A Music major with an option in Performance and general Music may minor in Audio Recording and Music Synthesis.
7. A Communications major and a minor in Advertising.
8. A Theatre Arts major and a minor in Speech.
9. A Business Administration major and a minor in Information Systems.
10. A Spanish major with an option in Linguistics may minor in Spanish Literature.
11. A Spanish major with an option in Literature may minor in Spanish Linguistics.

Special Major

The University offers a special major at both the undergraduate and graduate level. A student seeking this degree has the opportunity to engage in individualized courses of study when appropriate academic and professional goals are not accommodated by standard campus degree programs. For further information, see "Special Major" in the "Academic Programs" section of this catalog.

Substitutions and Waivers of Course Requirements

Any requests for substitutions or waivers of major/minor course requirements should be directed to the department chair or program coordinator. Requests for General Education substitutions or waivers should be directed to the University Advisement Center.

Grade Point Average Requirements

A minimum grade point average of 2.0 is required for:

1. all units attempted at CSU Dominguez Hills;
2. all units attempted (combination of CSU Dominguez Hills units and transfer units);
3. all units attempted for the major;
4. all units attempted for the minor or thematic project;

5. all units attempted for the major in a single field;
6. all units attempted for the double major;
7. all courses in General Education Area A must be passed with a grade of "C" or higher. In all other areas, a grade point average of 2.0 for all courses used in General Education, calculated at graduation, is required.

Unit Requirements

A minimum of 120 semester units is required for the bachelor's degree. Students earning a B.S. degree may be required to take up to 132 semester units. A maximum of 24 semester units earned through extension, correspondence and the United States Armed Forces Institute (USAFI) may be accepted toward a bachelor's degree.

Upper Division Units

A minimum of 40 semester units of upper division credit must be completed.

Residence Units

1. A minimum of 30 semester units must be completed in residence at CSU Dominguez Hills, of which 24 shall be earned in upper division courses and 12 upper division units shall be in the major. When a minor is declared, at least one-half of all upper division units earned for the minor must be completed in residence at CSU Dominguez Hills.
2. Credit by examination may not be used to fulfill the minimum residence requirement.
3. Up to 24 units of coursework taken in non-matriculated status through Open University may be used to fulfill the minimum residency requirement.
4. Credit received in summer session or January session at CSU Dominguez Hills may be counted as residence credit.
5. At least nine units of General Education must be completed at CSU Dominguez Hills.

Electives

In addition to the General Education course requirements and the major-minor course requirements, additional courses as elective units may be required to complete the minimum 120 unit requirement for graduation.

Electives chosen by the student to complete the minimum requirements for graduation may be selected to broaden general education and vocational interests.

Undergraduate Academic Advisement

Good academic advising is a key to obtaining the best college education possible – an education that is intellectually stimulating, supportive of the student's career goals, and personally meaningful and rewarding. Good advising represents a partnership in which student and advisor use their respective expertise to facilitate the student's learning and decision-making. This section of the University Catalog will describe the major aspects of the advising system at CSU Dominguez Hills. Read the entire section to gain an understanding of the overall system and then concentrate on the particular subsections of greatest relevance to your advising needs.

For new students, the advising process should include participation in a New Student Orientation. This orientation will introduce key campus administrators and services and fellow students; provide an overview of graduation requirements; facilitate course selection by

providing the opportunity to work with an academic advisor; answer any questions; and, perhaps most importantly, make it more likely to develop those campus bonds which lead to a rewarding and successful college education.

It is highly recommended that each student meet with an advisor at least once each semester and strive for comprehensive advising. Advising goals vary, but comprehensive advising will: 1) provide a context for students to formulate, develop and achieve their educational goals; 2) support integration of student learning experiences; and 3) encourage maximum attainment of individual student potential.

Undeclared majors must contact the University Advisement Center, WH A-220, (310) 243-3538. Transfer students should bring their Academic Requirement Report as well as previous transcripts with them when seeking advisement. The Academic Requirement Report is an easy tool which allows you to identify outstanding requirements for graduation. The Academic Requirement Report uses a simple color-coded system. Every student should access their Academic Requirement Report every semester.

Advisors will assist students in planning their academic programs, but students ultimately are responsible for meeting all prerequisites and requirements of the degree program.

Students are also urged to read the information under "Counseling Programs" and to avail themselves of the many types of personal and career guidance that are available at the University.

Pre-admission and Admissions Advising

New students wanting information about college life or to begin the application process, should contact the admissions advisors in the Information Center, WH C-245, (310) 243-3696. All questions about admissions requirements, transfer of previous course work, application deadlines, and other parts of the application process should be directed to this office.

Information concerning the academic programs, instructional facilities and faculty at CSU Dominguez Hills may be obtained from the Information Center or the appropriate academic department(s).

Required Advising Sessions

There are three times when a student is required to seek advisement and obtain an advisor's written approval prior to registration:

1. upon first entering the University.
2. at the beginning of the junior year (60 semester units).
3. at the beginning of the senior year (90 semester units).

In addition to the above three times, many departments or programs require additional advising sessions. Use the following guidelines:

- Declared majors - Students should check with their major department to determine policy.
- Undeclared majors - Students must obtain advising from the University Advisement Center each semester.
- Educational Opportunity Program (EOP) - Such students must obtain advising from an EOP academic advisor.
- Admission Exceptions (Special Admits) - For their first year on campus, Special Admits must obtain advising at the University Advisement Center. Failure to obtain the required advising will prevent the student from registering for classes.

Department Advisors

Faculty members in the academic departments usually serve as academic advisors for students with declared majors. Faculty advisors are available throughout the academic year, and students are urged to meet with an advisor at least once each semester in addition to any required advising sessions. Students should bring their Academic Requirement Report and transcripts of all college work when seeking advisement. In the advising sessions, the student and the advisor develop a proposed course of study for the student based on his/her interests, and educational and career objectives. Together they check the student's progress toward graduation and discuss matters relevant to the student's education.

To obtain an appointment with a departmental advisor, students should contact the appropriate department or college office. Business Administration and Public Administration majors/minors should contact the College of Business Administration and Public Policy Advising Center, SBS A-306, (310) 243-3561. College of Professional Studies majors/minors should contact the College Professional Studies Student Services Center, WH C-300, (800) 344-5484. University Advisement Center advisors serve as departmental advisors for undeclared majors.

University Advisement Center

The University Advisement Center, WH A-220, (310) 243-3538, provides primary advising services for undeclared majors, admission exceptions (special admits), and new freshmen who have not yet established advising ties with the department of their declared major/minor. Other services include: 1) General Education advising; 2) academic policy clarification; 3) review of graduation requirements; 4) placement test advising; and 5) visitor/concurrent/cross enrollment information. Specialized assistance is offered to students on academic probation or to those experiencing academic difficulty. Whenever a student needs one of these services, he/she should contact the Center; advisors will gladly provide necessary assistance.

General Education Advising

All General Education advising is through the University Advisement Center. In addition to General Education requirements, major requirements, and minor requirements (if needed), some students will need elective units to meet the minimum requirements for graduation. Questions concerning these elective units can be referred to both departmental advisors and the University Advisement Center.

Obtaining an Academic Advisor

Use the following guidelines for obtaining an academic advisor:

Declared Majors and Minors

Declared majors and minors should contact their major or minor department to obtain an advisor and establish a program of study. Business administration majors/minors should contact the College of Business Administration and Public Policy Student Advisement and Service Center, SBS A-306, (310) 243-3561. Students should bring their Academic Requirement Report to all meetings with an advisor.

Undeclared Majors

Undeclared majors must contact the University Advisement Center, WH A-220, (310) 243-3538. Transfer students should bring their Academic Requirement Report as well as previous transcripts with them when seeking advisement. Students should carefully check the lower division course requirements of any potential major and take these courses, so that a particular major will not be precluded or graduation delayed due to unmet lower division requirements.

Special Majors and Minors

Special Majors and Minors should contact the Office of Academic Programs, WH-440 (310) 243-3308.

Educational Opportunity Program (EOP)

Educational Opportunity Program students must contact the EOP Office, WH D-350, (310) 243-3632.

Undergraduate Enrollment Policies

Class Level

Undergraduate students are assigned a class level according to the following plan:

Freshman	0 - 29 semester units
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Sophomore	30 - 59 semester units
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Lower Division

Junior	60 - 89 semester units
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Senior	90 or more semester units
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Upper Division

Credit by Examination

Students may challenge courses by taking examinations developed at CSU Dominguez Hills. Credit shall be awarded to those who pass them successfully.

General Conditions

1. A registered student may receive credit by examination for courses in which he/she is eligible to enroll.
2. The student should contact the office of the appropriate department to initiate the procedure.
3. Each department will maintain a current listing of courses that may or may not be taken as credit by examination.
4. The student will select a traditional letter grade or CR/NC option, in accordance with policies applicable to regular course enrollment.
5. Credit by examination will not be given for course work that an academic department deems inappropriate or impossible to evaluate.
6. The same course can be taken only once as credit by examination.
7. Credit by examination will not be given for a course if the student has already received credit for a similar but more advanced course.
8. Units earned by credit by examination may not be used to fulfill the minimum residence requirement.

Procedure for Courses Listed in the Class Schedule

1. The student enrolls in the course by the end of the first week of the semester.
2. The student completes a "Petition for Credit By Examination" form obtained from the Office of Admissions and Records and submits it to the department chair by the second week of classes.
3. The department verifies the student's eligibility for credit by examination, approves or denies the petition, and notifies the student. If approved, an examination appointment is scheduled prior to the end of the second week of the semester.
4. The student is notified by the instructor of the results of the examination during the third week of the semester. If the examination is passed, the grade is submitted to the Office of Admissions and Records by the end of the third week. The student's name will remain on the roster and the grade will appear on the semester grade report. If the examination is failed, the student has two options: (a) for baccalaureate students only, remain enrolled in the course

with the permission of the instructor and complete it according to standard procedure, or (b) officially drop the course before the end of the third week.

5. The course grade will appear on the student's permanent record with the other grades for the semester.

6. The Vice President of Academic Affairs may waive any additional fees incurred by enrollment in the course taken for credit by examination if the student, through petition, can demonstrate that said fees create an unusual and significant hardship.

Procedure for Courses Not Listed in the Class Schedule

1. The student completes a "Petition for Credit By Examination" form obtained from the Office of Admissions and Records and submits it to the department chair by the second week of classes.

2. The department verifies the student's eligibility for credit by examination, approves or denies the petition, and notifies the student. If approved, the department will add the class to the schedule for the semester, write in the schedule number on the top of the form and schedule an examination appointment prior to the end of the second week.

3. The student must officially add the class using the schedule number on a "Change of Program" form and pay any additional fees (unless waived by the appropriate dean, see #6 above) by the end of the third week.

4. The student is notified by the instructor of the results of the examination during the third week of the semester. If the examination is passed, the grade is submitted to the Office of Admissions and Records by the end of the third week. The student's name will remain on the roster and the grade will appear on the semester grade report. If the examination is failed, the student must officially drop the course by the end of the third week.

5. The course grade will appear on the student's permanent record with the other grades for the semester.

Enrollment in Graduate Courses by Seniors

Students in their senior year may petition to take two courses that are not used to fulfill requirements for the bachelor's degree. Approval must be obtained from the appropriate graduate program coordinator prior to registration in order to receive graduate credit for courses taken in the senior year. Petitions are available in the Office of Admissions and Records and in the Office of Academic Programs.

Scholastic Probation and Disqualification

Undergraduate Academic Probation and Disqualification

For purposes of determining a student's eligibility to remain at CSU Dominguez Hills, both quality of performance and progress toward her/his objective shall be considered. Such eligibility is based upon a grade-point computation.

Administrative-Academic Probation

An undergraduate student may be placed on administrative academic probation for the following reasons:

- a. Withdrawal from all or a substantial portion of a program of study in two successive terms or in any three terms (Note: Students with chronic or recurring medical conditions may be exempt).
- b. Repeated failure to progress toward a degree or other program objective, when circumstances are within their control. This includes a student who receives 15 units of "No Credit" for course work attempted.
- c. After due notice, an academic requirement or regulation that is routine for all students is not met (e.g. failure to take placement tests, complete required practicum, comply with appropriate professional standards for the discipline, complete the specified number of units, make satisfactory progress as required for financial aid, etc).

If a student is placed on administrative academic probation, a written notification will be provided that describes the circumstances that led to the action, the requirements necessary to be removed from this status, and the conditions that may lead to disqualification.

Administrative-Academic Disqualification

A student who has been placed on administrative academic probation may be disqualified from further attendance if:

- a. The conditions for removal of administrative academic probation are not met within the period specified.
- b. The student becomes subject to academic probation while on administrative academic probation.
- c. The student becomes subject to administrative academic probation the second time for the same or similar reason(s).

When such action is taken, the student shall receive written notification including an explanation of the basis for the action.

In addition, the Provost may disqualify a student who at any time during enrollment demonstrates behavior unfit for the standards of the profession for which the student is preparing. In such cases, disqualification will occur immediately upon notice to the student, which shall include an explanation of the basis for the action. Furthermore, the campus may require the student to discontinue enrollment as of the date of the notification.

Academic Probation

An undergraduate student is subject to academic probation if at any time the cumulative grade point average in all college work attempted or the cumulative Dominguez Hills grade point average falls below 2.0. The student shall be advised of probation status promptly. A student shall be removed from academic probation when the cumulative grade point average in all college work attempted and the Dominguez Hills grade point average is 2.0 or higher.

Academic Disqualification

A student on academic probation is subject to academic disqualification when:

- a. As a freshman (fewer than 30 semester hours of college work completed) the student falls below a grade point average of 1.50 in all units attempted or in all units attempted at California State University, Dominguez Hills.

- b. As a sophomore (30 through 59 semester hours of college work completed) the student falls below a grade point average of 1.70 in all units attempted or in all units attempted at California State University, Dominguez Hills.
- c. As a junior (60 through 89 semester hours of college work completed) the student falls below a grade point average of 1.85 in all units attempted or in all units attempted at California State University, Dominguez Hills.
- d. As a senior (90 or more semester hours of college work completed) the student falls below a grade point average of 1.95 in all units attempted or in all units attempted at California State University, Dominguez Hills.

A student who is not on probation is subject to academic disqualification when:

1. At the end of any term a student falls below a cumulative grade point of 1.0; and
2. The University Provost determines that in view of the student's overall educational record, it seems unlikely that the deficiency will be removed within a reasonable period of time.

Notice of Disqualification – Undergraduate Students

Students who are disqualified at the end of any enrollment period should be notified before the beginning of the next consecutive enrollment term (spring or fall). Students disqualified at the beginning of a summer enrollment break should be notified at least one month before the start of the fall term. In a case where a student should be disqualified at the end of a term but timely notification is not possible, the student will be notified that the disqualification may be effective at the end of the next term. Such notification should include any condition(s) that will allow the student to continue in enrollment. Failure to notify students does not create the right of the student to continue enrollment.

Readmission of Disqualified Students

For information, refer to the section "Readmission of Former Students."

Satisfactory Academic Progress (Financial Aid)

In addition to maintaining "good academic standing" at all times to progress towards degree completion, students receiving financial aid must maintain satisfactory academic progress in order to remain eligible to receive financial aid. Refer to the Financially Aid website for specific information required to maintain satisfactory academic progress for financial aid purposes.

Academic Renewal

Students who desire the University to disregard up to three quarters or two semesters of previous undergraduate course work taken at any college or university from all considerations associated with requirements for the baccalaureate degree may submit a petition to the Student Academic Petitions and Appeals Committee. The petition is filed with the Office of Admissions and Records. The circumstances under which previous work might be removed would consist of ALL of the following:

1. the student has presented evidence that work completed in the term(s) under consideration is substandard and not representative of present scholastic ability and level of performance; and

2. the level of performance represented by the term(s) under consideration was due to extenuating circumstances; and
3. there is every evidence that the student would find it necessary to complete additional units in order to raise his/her overall grade point average to a 2.0 level for graduation if the request was not approved; and
4. none of the units removed through academic renewal may be used to satisfy graduation requirements.

The committee may provide approval if:

1. five years have elapsed since the most recent work to be disregarded was completed; and
2. the student has completed 15 semester units at CSU Dominguez Hills with at least a 3.0 grade point average, or 30 semester units with at least a 2.5 grade point average, or 45 semester units with at least a 2.0 grade point average (since the most recent work to be disregarded was completed).

In the case of admission from other colleges where removal of work from degree consideration has occurred such action shall be honored according to the previous college's policy. However, elimination of any work in a term shall reduce by one term the one-year maximum on work that may be disregarded at the college to which the applicant seeks admission.

Upon approval, the Office of Admissions and Records annotates the student's permanent record so that it is readily evident to all users of the record that no work taken during the disregarded quarter(s) or semester(s), even if satisfactory, may apply toward baccalaureate requirements.

Continuing Students

Catalog Rights — Requirements Under Which a Student Graduates

A student remaining in continuous attendance at CSU Dominguez Hills, at any California community college or any combination of California community colleges and campuses of The California State University, for purposes of meeting graduation requirements, may elect to meet the requirements in effect either:

1. at the time such attendance began; or
2. at the time of entrance to CSU Dominguez Hills; or
3. at the time of graduation.

A student who changes his or her major or minor may be required to meet the requirements in effect at the time of the change.

Continuous attendance for students seeking an undergraduate degree or credentials is defined as matriculated enrollment in a regionally accredited college or university at least one semester (or two quarters) each calendar year. A student with a graduate degree objective must maintain continuous attendance defined as attendance in regular or special session each fall and spring semester of the academic year. Attendance in summer session is not required. Catalog rights may be maintained when you are absent through a planned educational leave. Even though degree requirements may remain constant due to catalog rights, students are required to meet the prerequisites of courses as stated in the current catalog.

Educational Leave (Planned)

A Planned Educational Leave is defined as a planned interruption or temporary cessation of a student's formal education in which the student voluntarily and temporarily ceases enrollment at CSU Dominguez Hills while pursuing other educationally related activities to enrich his/her academic program or to clarify educational goals. The leave may be used for any number of educationally related activities including travel, independent study, work study or attendance at another institution. The intent of the program is to make it possible for a student to suspend academic work, leave the campus and later resume studies with a minimum of procedural difficulty. Petitions are available at the Office of Admissions and Records.

Eligibility

Any registered undergraduate student, in good academic standing, is eligible for the Planned Educational Leave Program.

Application Procedures

1. A registered student may request a Planned Educational Leave. The petition shall include an explanation of the student's reasons for seeking an educational leave and when he/she intends to resume academic work.
2. The request shall be initiated by the student and be reviewed by the Office of Admissions and Records. If the request is approved, the registrar shall take steps to insure the student's reentry and retention of registration priority, and make the appropriate entry in the student's academic record.
3. The request shall be approved only after contractual agreements (e.g., financial aid) have been satisfactorily terminated or renegotiated.
4. A registered student may file a petition for a Planned Educational Leave at any time; however, the leave must commence at the beginning of the following semester.
5. Permission for a Planned Educational Leave must be requested and approved in advance of the term the leave is to begin; a leave will not be granted retroactively.
6. Students whose Planned Educational Leaves will take them out of California are advised to consult the Office of Admissions and Records regarding residency requirements.

Duration of Leave

The minimum leave shall be two full semesters; the maximum, two calendar years.

Fees

Students meeting all conditions of the approved leave shall be required to submit an application for readmission on returning from Planned Educational Leave, but shall not be required to pay another application fee.

Availability of Services

A student on Planned Educational Leave shall be expected to devote his/her leave period to off-campus activities. The student shall be classified as "on leave" and shall not be considered a regularly enrolled student. Therefore, the student is not entitled to the campus services normally provided to enrolled students, except that the student may confer with his/her academic advisor and others regarding leave activity and plans for re-enrollment.

Resumption of Formal Education

A student shall be guaranteed reentry and retention of registration priority if all conditions of the approved leave have been met at the conclusion of his/her Planned Educational Leave. Every effort shall be made to facilitate and simplify the return. For purposes of election of graduation requirements, the approved leave shall not constitute an interruption of attendance provided the student registers in the same major. Students who fail to resume studies at the prearranged time shall forfeit the advantages of the Planned Educational Leave Program.

Student Record Entry

Each student enrolled in the program will have an entry made on his/her permanent record indicating that the student is on leave. The dates of the beginning and conclusion of the leave also will be recorded.

Academic Credit

Students must obtain prior approval of the Office of Admissions and Records to enroll for credit at another institution of higher education. Any credit earned will be treated as transfer credit to be evaluated and entered in student records in the customary manner.

Compliance

Any student on Planned Educational Leave who does not comply with all provisions of this policy and the conditions of the leave is subject to forfeiture of the advantages of this program.

Continuing Student Status

Undergraduate and postbaccalaureate students may elect to be absent for one semester without losing eligibility for re-registration, subject to the following conditions:

1. registration access will not be provided to students who were scholastically disqualified following their most recent semester of attendance at CSU Dominguez Hills.
2. students who attend another college or university during an absence from CSU Dominguez Hills must file an application for admission as a returning student and must have official transcripts of work attempted sent to the Office of Admissions and Records. The nonrefundable \$55 application fee is required.
3. undergraduate students who graduate from CSU Dominguez Hills and wish to continue as graduate students must file a new application for admission. An application fee of \$55 is required.

Absence due to an approved Planned Educational Leave shall not be considered an interruption in attendance.

Students who have completed the maximum number of units required for the degree may maintain continuous attendance after completion of their course work requirement by enrolling in regular university courses.

* An academic year begins in the fall and consists of two consecutive semesters, fall and spring.

Full-Time Status

Undergraduates are considered to be full-time students during any semester when they are enrolled in 12 units or more. However, graduation in four years' time requires completion of 15 units each semester.

Study Load for Undergraduate Students

A student may enroll in 18 units without an advisor's written approval unless otherwise required. Students enrolling in 19-21 units are required to have an advisor's written approval. Students enrolling in more than 21 units must also obtain the approval of the dean of the school in which the student is majoring. Undeclared majors must obtain the approval of the director of the University Advisement Center.

Dean's List

Undergraduate students will qualify for the Dean's List in each semester in which they earn a grade point average of 3.5 or better in 12 or more units of letter grade courses. The designation "Honors" will appear on the official transcript.

Graduation with Honors for Students Completing the Baccalaureate Degree

An undergraduate student who has completed a minimum of 36 units in residence at CSU Dominguez Hills with a grade point average of 3.40 or better may be a candidate for graduation with honors.

The criteria for graduation with honors are:

1. a minimum of 36 units in residence;
2. a minimum grade point average of 3.40 on all units taken at CSU Dominguez Hills;
3. a cumulative grade point average as outlined below on all acceptable undergraduate work:

3.40 - 3.59	Cum Laude
3.60 - 3.79	Magna Cum Laude
3.80 - 4.00	Summa Cum Laude

Cumulative Grade Point Average on all Acceptable Undergraduate Work

Individual departments may also have departmental honors policies which are described in the program section.

Students who achieve the above honors will have the information recorded on their transcripts and diplomas.

Application for Graduation - Undergraduate

Undergraduate students should file for graduation in accordance with the following schedule:

Graduation Term:	Regular Deadline:	Late Deadline:
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Fall Semester	July 1	September 15
Spring Semester	October 1	Last day of fall semester
Summer Session	February 1	April 15

Schedule for Application for Graduation - Undergraduate

NOTE: If the above dates should fall on a weekend or holiday, the deadline will be at the close of business on the previous working day.

All degree candidates must file an Application for Graduation and Advisement/Program of Study forms from each major and/or minor program, with the Office of Admissions and Records by the deadline date.

Completion of degree requirements is the student's responsibility, and therefore, each student should be familiar with the information and procedures regarding graduation. If a student does not complete all graduation requirements by the end of the term for which she/he files, the student must file a Request for Change of Graduation Date and pay the required fee.

The original graduation check is valid as long as the student remains in continuous attendance and completes the program under the originally stated catalog year. Most students will run a degree audit in myCSUDH.edu. Only students in majors that do not have a degree audit will receive a degree check.

Faculty Approval

Formal approval by the faculty of the University is required in order for a degree to be awarded.

Graduation in Absentia

Students who have completed their residency requirements may request approval to graduate from CSU Dominguez Hills upon completion of course work at another regionally accredited institution. Students who do not maintain continuing student status, as defined, but who plan to complete degree requirements at another institution must obtain approval to graduate in absentia in advance; individual courses must be approved by the appropriate program chair. All such work must be completed within two years of the last course taken at CSU Dominguez Hills. Students not fulfilling these conditions will be expected to meet all requirements in effect at the date of their graduation. Forms can be obtained from the Office of Admissions and Records.

Commencement Ceremonies

Commencement Ceremonies are held at the end of each Spring semester. Students who have completed their degree requirements in the previous Fall semester, and those who will complete their course work in the Spring or Summer semesters, are eligible to participate in the Commencement Ceremony. Students must apply for one of these graduation terms by April 15th to ensure that their name will appear in the Commencement Program.

After a student applies for graduation, a Commencement Participation link will be available in their student portal under "Important Student Links." Students must register through this link by April 15th to participate in the Spring Commencement Ceremony.

Dates are subject to change and will be updated on the Commencement website at www.csudh.edu/commencement

Diplomas will be mailed to students after verification of completed academic requirements as been completed.

UNIVERSITY REGULATIONS

Changes in Rules and Policies

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 might 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 and the campus 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.

First Class Meeting

Students should report to the first meeting of their scheduled classes. (Check the Class Schedule for room numbers.) Students are responsible for attendance and will earn grades in the courses and specific sections in which they have enrolled.

Prior to the end of the second week of classes, an instructor may, by following the appropriate procedures, initiate a formal drop of students who:

1. have missed the first two class meetings of a term (or the first meeting if the class meets only once a week), and
2. have not advised the instructor (or the department chair, if no instructor was assigned to the course in advance) that their absence is temporary.

The instructor should drop students by the end of the second week. It is, however, the responsibility of the student to make certain that his/her drop has been officially recorded. Continued absence from a class for which a student has not been dropped by the instructor may yield an unauthorized incomplete ("WU" grade) which is computed as an "F". Students who are in doubt as to whether or not an instructor has dropped them from the class should check before the end of the Change of Program (Add/Drop) period.

Change of Name or Address

Current and former students may change their name by submitting a change of name/address form to the Office of Admissions and Records. Appropriate state or court issued documentation

that indicates a name change along with a valid photo identification card must be included with this form. The documentation can included but is not limited to the following:

- Marriage License
- Certificate of Naturalization
- Adoption/Birth Certificate
- Divorce Decree (stating restored name)
- Court Order
- Alien Registration Card

The documentation submitted must include the student's new and former name.

Change of Program after Registration

A change of program after registration is any change made in a student's official schedule. Changes include dropping a class, adding a class, changing the number of units for a class in which the student is registered and changing from one section to another of the same course.

A change of program must be made before the deadline date listed for each semester in the official University Academic Calendar.

Adding Classes

All classes, regardless of their start date, must be added no later than student census. To add a course during the first three weeks of instruction, instructor approval is required. Instructors provide approval by issuing a Late Registration Permission Number (LRPN) for the course. Late Registration Permission Numbers expire at the end of the third week of the semester and should be used as soon as possible. To add classes the fourth week of the semester, students must submit a Change of Program form with signatures from the class instructor, the program chair, and the dean to the Office of Admissions and Records.

Official Withdrawal from a Course

See the Academic Calendar at the beginning of the University Catalog or the Class Schedule for specific deadline dates for withdrawing from courses during a particular term.

Prior to the Start of the Term

Students may drop prior to the start of the term/semester without penalty or record of enrollment. Drops or withdrawals that occur during this period are not included in the Undergraduate 18 unit limit. Students dropping all courses during this period will not incur a prorated fee assessment.

Weeks 1-3

During the first three weeks of each semester, students may drop all or a portion of their classes via MyCSUDH without approval of the instructor. No grade is assigned, and the enrollment does not appear on the student's permanent record. Drops or withdrawals during this period do not count against the undergraduate 18 unit limit. Students dropping all courses during this period will incur a prorated fee assessment.

Exception: Department Chair approval is required in order to drop developmental English and Math courses.

Week 4

After the third week of classes but before student census, students can drop courses by submitting a Change of Program (Add/Drop) form and signatures from the course instructor and program chair to the Office of Admissions and Records. Students dropping courses during this period will incur a prorated fee.

Weeks 5-12

An administrative grade of "W" may be assigned up to the end of week 12 provided the student's withdrawal request form lists serious and compelling reasons, and has the approval of the instructor and the department chair (or dean). Documentation is required before such a withdrawal is approved. Drops and withdrawals during this period will count against the undergraduate 18 unit limit.

Weeks 13-15

Withdrawals shall not be permitted during this period of instruction except in cases, such as accident or serious illness, where the cause of withdrawal is due to circumstances clearly beyond the student's control and the assignment of an Incomplete is not practical. Withdrawals during this time of the semester are only allowable for all classes. Permission to withdraw during this time shall be granted only with the approval of the instructor, department chair, and dean. Documentation is required before such a withdrawal is approved. A reason for withdrawal must be provided for all requests to withdraw during this period. Withdrawals that occur during this period will not count against the Undergraduate 18 unit withdrawal limit.

Final Exams

Once final examinations begin, no drops or withdrawals are allowed. A student who does not officially withdraw shall receive "F," "WU," or "NC" grades for all courses on his/her official record.

Grading

Credit Hour

As of July 1, 2011 federal law (Title 34, Code of Federal Regulations, sections 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 15 weeks for one semester or trimester hour of credit, or 10 to 12 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, practice, 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.

Grades and Grade Points

Student performance in each course is reported at the end of each semester by one of the following grades (with the grade points earned):

Grade	Grade Points	
A	Excellent	4.0
A-		3.7
B+		3.3
B	Very Good	3.0
B-		2.7
C+		2.3
C	Satisfactory	2.0
C-		1.7
D+		1.3
D	Barely Passing	1.0
F	Failure	0.0
I	Incomplete (Not counted in grade point average)	
IC	Incomplete Charged	
WU	Withdrawal Unauthorized	
W	Withdrawal (Not counted in grade point average)	

The following grades are to be used for approved courses only:

AU	Audit (Not counted in grade point average; no units allowed)
CR	Credit (Not counted in grade point average; but units count for bachelor’s degree)
NC	No credit (Not counted in grade point average; no units allowed)

RP Report in Progress (Credit is deferred until completion of course)

CR* Graduate Continuation Course

Explanation of Grading Symbols:

I, IC, WU, W, CR, NC, RP, RD

Incomplete Grade (I). The symbol "I" (Incomplete Authorized) indicates 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. It is the responsibility of the student to bring pertinent information to the attention of the instructor and to determine from the instructor the remaining course requirements, which must be satisfied to remove the "Incomplete." A final grade is assigned when the work agreed upon has been completed and evaluated. This approval will indicate that the department has made provisions for assuring that the student's work will be graded and that a Change of Grade form will be submitted to the Office of Admissions and Records.

An "Incomplete" must normally be made up within one calendar year following the end of the term during which it was assigned. However, an extension may be granted by petition for contingencies such as intervening military service and serious health or personal problems. If the "Incomplete" is not converted to a credit-bearing grade within the prescribed time limit, or any extension thereof, it shall be counted as a failing grade in calculating grade point average and progress points unless the faculty member has assigned another grade in accordance with campus policy.

Normally, the student is responsible for applying for the grade of "Incomplete" and for obtaining instructor approval for the assignment of this grade. In exceptional circumstances, the assignment of the "Incomplete" may be initiated by the instructor. For each "Incomplete" grade assigned, the instructor will complete a Request for Incomplete Grade on which he or she will indicate:

1. The reason for granting the "Incomplete;"
2. The amount or nature of the work to be completed;
3. The date by which the student must make up the work.

This limitation prevails whether or not the student maintains continuous enrollment. Failure to complete the assigned work will result in an "Incomplete" being converted to an "IC" symbol (Failing grade for grade point average computation), 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 after the calendar year deadline.

The student is responsible for contacting the instructor (or the department, in cases where the instructor is unavailable) regarding the provisions for completion of course work. A definitive grade for the term is recorded when the work has been completed. An "Incomplete" grade cannot be removed by repeating the course. A student may not re-enroll in a course for which he or she has received an "I" until a grade (e.g. A-F, IC, NC) is given. Students re-enrolled in a course for which an "I" was granted will be dropped from the course at the time the "I" grade is received from the instructor. The grade will be automatically recorded as an "IC" or "NC" if the work is not completed and grade changed within a year.

Change of Grade forms for removal of "Incomplete" grades in courses required for graduation must be submitted by the last day of the semester or session of anticipated graduation.

Change of Grade forms are available in academic departmental offices. It is the student's responsibility to initiate the process and have the instructor submit the Change of Grade form to the Office of Admissions and Records within the time period allowed. No grades can be changed for any reason after a degree has been granted.

Incomplete Charged (IC). The "IC" symbol may be used when a student who received an authorized incomplete "I" has not completed the required course work within the allowed time limit. The "IC" replaces the "I" and is counted as a failing grade for grade point average and progress point computation.

Withdrawal Unauthorized (WU). The symbol "WU" shall be used when a student, who was enrolled on the census date, did not withdraw from the course 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. The "WU" is used where letter grades are assigned. For purposes of grade point average computation, is equivalent to an "F". Unlike the "I" grade, the "WU" grade may not be changed by submitting additional work. Rather, the student must re-enroll in the course and, if appropriate, use the repeat and cancel process.

Withdrawal (W). Students who withdraw in accordance with the procedures outlined in the preceding section on official withdrawal will have the administrative grade "W" recorded on their transcripts if the withdrawal is approved and occurs between the 4th and 15th weeks of instruction. The symbol "W" indicates that the student was permitted to withdraw from the course after the 3rd week of instruction 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 or progress points.

A student who does not officially withdraw shall receive "F," "WU," or "NC" grades for all courses on his/her official schedule.

Credit/No Credit Grades (CR/NC) and A-CR/NC: Undergraduate. Certain courses, designated in the University Catalog, are graded on a Credit/No Credit (CR/NC) basis only. Other departmentally designated courses in basic skills reasoning and departmentally designated upper division composition courses replace the "A-F" grading system with an "A-C/NC" system.

Students may elect to be graded on a "CR/NC" basis in other courses, subject to the guidelines below. "CR/NC" grades affect the grade point average in the ways described below:

(a) Courses used to satisfy a major (both upper and lower divisions), or which are prerequisite to them, must be taken for a letter grade except when such courses are graded solely on a "CR/NC" basis. A student is permitted to enroll in up to 50 percent of the units required by a minor on a credit/no credit basis, unless otherwise specified elsewhere in the University Catalog under specific requirements for a minor.

(b) No more than 24 units graded "CR/NC", whether taken at this or another institution, may be offered in satisfaction of the total units required for a bachelor's degree. If 24 units graded "CR/NC" are accepted in transfer, no additional courses graded "CR/NC" may be used to satisfy degree requirements, except when a required course is graded solely on a "CR/NC" basis. (All

credits earned in the CLEP testing program may count even if they make the cumulative total of all "CR/NC" units at that time over 24.)

(c) Selection of the CR/NC grading option must be made during the first three weeks of instruction. Forms are available in the Office of the Registrar and on the Admissions and Records website.

(d) Students who plan to apply to Law School should know that the Law School Data Assembly Service evaluates a "NC" grade in CR/NC class as a failing grade.

Both Credit (CR) and No Credit (NC) grades are recorded on student transcripts.

The undergraduate Credit grade is the equivalent of an "A," "A-," "B+," "B," "B-," "C+," or "C"; and the "NC" grade is the equivalent of a "C-," "D+," "D", or "F."

"CR/NC" grades are not computed in overall or semester grade point averages.

Credit/No Credit (CR/NC): Post baccalaureate and Graduate Students.

(a) Graduate courses graded on a "CR/NC" basis are limited to courses specifically designated in the University Catalog for nontraditional grading and to certain 400 and 500 level courses in the School of Education.

(b) At the graduate level, "CR" is the equivalent of an "A," "A-," "B+," or "B"; and "NC" is the equivalent of "B-," "C+," "C," "C-," "D+," "D" or "F."

(c) At least 24 of the units used to fulfill the requirements for a master's degree shall be graded on a traditional basis. The remaining units may be graded "CR/NC," if the course is offered only on that basis.

(d) Graduate level students are allowed to elect to receive Credit/No Credit grades in courses numbered below 500 that will not be used to satisfy the requirements of a graduate degree program.

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

The "RP" symbol shall be used in connection with thesis, project, and similar courses in which assigned work frequently extends beyond a single academic term and may include enrollment in more than one term. The "RP" symbol shall be replaced with the appropriate final grade within one year of its assignment except for master's thesis enrollment, in which case the time limit shall be established by the appropriate campus authority. The president or designee may authorize extension of established time limits.

Report Delayed (RD). The "RD" symbol may be used where a delay in the reporting of a grade is due to circumstances beyond the control of the student. The symbol may be assigned by the registrar only and, if assigned, shall be replaced by a substantive grading symbol as soon as possible. An "RD" shall not be used in calculating grade point average or progress points. Although no catalog statement is required, whenever the symbol is employed, an explanatory note shall be included in the transcript legend. The registrar shall notify both the instructor of record and the department chair within two weeks of the assignment of RD grades.

Auditing a Class

A student not admitted to, nor enrolled in, the University must file a Statement of Residence prior to auditing a course. A residence determination must be made so that appropriate fees may be charged.

Auditors must pay the same fees as would be charged if the courses were taken for credit. A student who wishes to audit a course must obtain the approval of the instructor on the Approval for Audit form available in the Office of Admissions and Records. The approval may not be obtained prior to the first day of instruction. Enrollment as an auditor is subject to permission of the instructor provided that enrollment in a course as an auditor shall be permitted only after students otherwise eligible to enroll on a credit basis have had an opportunity to do so. Auditors are subject to the same fee structure as credit students and regular class attendance is expected. Once enrolled as an auditor, a student may not change to credit status unless such a change is requested no later than the last day to add classes in that term. A student who is enrolled for credit may not change to audit after the third week of instruction. Credit for courses audited will not subsequently be granted on the basis of the audit. An audited course should be taken into consideration when planning a program so that the study load will not be excessive. The symbol AU will appear on the student's record for audited courses.

Grade Point Average

The grade point average at CSU Dominguez Hills is computed on a 4-point scale. A specified number of grade points is associated with each grade listed in the "Grades and Grade Points" section. "CR/NC" grades have no grade point value and are not calculated in the grade point average.

The total grade points are calculated by multiplying the number of grade points associated with the grade assigned by the number of units for each class. The grade point average is computed by dividing the total number of grade points earned by the total number of units attempted.

Grade Point Average Required for Continuing Student Status

Undergraduate students are required to maintain a cumulative grade point average of 2.0 in all college courses, all courses taken at CSU Dominguez Hills, and in all courses in the declared major(s) and minor. In order to be eligible for graduation, students must be in good academic standing, must have an overall GPA of 2.0 or above, and must have a grade point average of 2.0 in all courses used to fulfill the degree requirements. See "Undergraduate Academic Probation and Disqualification" for specific grade point averages required for ongoing enrollment.

Undeclared Post baccalaureate and Credential Students. A grade point average of 2.5 is required for course work taken by students in undeclared Post baccalaureate and credential status. See "Graduate and Post baccalaureate Academic Probation and Disqualification" for specific requirements.

Master's Degree Students. A grade point average of 3.0 is required in the master's degree program and for all courses (related and unrelated, lower division, upper division, and graduate) taken concurrently with the master's degree program (i.e., all courses taken beginning with the date of admission to the program). In order to be eligible for graduation, students must be in good academic standing, must have an overall GPA of 3.0 or above, and must have a grade point average of 3.0 in all courses used to fulfill the degree requirements. See "Graduate and Post

baccalaureate Academic Probation and Disqualification" for specific grade point averages required for ongoing enrollment.

Grade Changes, Grade Appeals and Repeat & Cancel

Change of Grade

In general, all course grades are final when filed by the instructor at the end of the semester.

A change of letter-to-letter grade (excluding changes by petition and administrative grades of "AU," "I," "RD," "RP," "W," and "WU") may occur only in cases of clerical error, administrative error, or as a disciplinary sanction or when the instructor reevaluates the original course assignments of a student and discovers an error in the original evaluation. Change of letter-to-letter grades must be filed by the instructor within one semester after the original grade was submitted. If the change of grade is initiated after the semester following the assignment of the original grade or is being submitted for any reason other than those above, a petition must be filed along with a Change of Grade card. The Change of Grade card must contain the signatures of the instructor, department chair, and school dean. It must be submitted with the signed petition to the Student Academic Petitions and Appeals Committee (SAPAC) for action. Supporting documentation must accompany the petition.

In some cases, students may wish to petition to have grades changed to retroactive withdrawals. Retroactive withdrawals must be complete withdrawals from the university. The acceptable reasons for granting retroactive withdrawals are limited to: (a) documented accident or illness, (b) other serious and compelling reasons which prevent withdrawal from the university before the scheduled deadline and/or (c) evidence of timely submission of proper forms for withdrawal. Requests for retroactive withdrawals must be submitted by petition to the Student Academic Petitions and Appeals Committee within two years of the end of the semester in which the grade was assigned.

"WU" or "F" grades may be changed to "W" by petition only.

This process generally requires documentation of extenuating circumstances, such as physical inability to appear on campus to properly withdraw. The petition requires the recommendation of the instructor involved and of the appropriate school dean. A final action is taken by the Student Academic Petitions and Appeals Committee based upon the recommendations provided.

No grades can be changed for any reason after a degree has been granted, including administrative grades of "I," "RD," "RP," "W," and "WU." The university shall make every effort to remove "RDs" from the student's transcript.

Grade Appeals

Students may appeal undergraduate or graduate grades which they believe were the result of instructor, computational, or clerical error or contrary to procedures established in course syllabi; or were prejudicial or capricious.

Before initiating a formal grade appeal, students will seek informal resolution with the instructor or Department Chair. Informal resolution requires the student to meet with the faculty member or Department Chair no later than 30 calendar days immediately following the assignment of the original grade. This time line may be extended if the student requests and receives an extension from the College Dean or can demonstrate extenuating circumstances for the submission of a grade appeal beyond 30 calendar days. If the matter is not resolved with the instructor or Department Chair, the student may submit a formal grade appeal, in writing, to the Dean of the

College within 21 calendar days after receiving the decision of the instructor or Department Chair. Instructions for this submission are outlined in the Student Rights and Responsibilities Handbook, <http://www4.csudh.edu/admissions-records/records/grade/index#appeals>

The College Dean will investigate the student claim and attempt to resolve the appeal within 21 calendar days. If the matter is not resolved in the college the appeal is forwarded to the Student Grade Appeals Board. The review process and procedures of the Student Grade Appeals Board are detailed in the Student Rights and Responsibilities Handbook. A panel of two faculty members and one student member from the Board reviews the appeal materials and determine by majority vote whether or not cause exists for a grade change. A written decision of the panel will be sent to the student appellant and all individuals involved in the appeal.

Repeat and Cancel Policy

Repeat and Cancel may be used by students working toward a baccalaureate degree. It may not be used by graduate/post-baccalaureate students working on master's degrees, graduate certificates, teaching credentials, or by "undeclared" graduate students, even when they might take undergraduate courses.

1. 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. The previous course grade(s) remain(s) on the record, but is/are annotated as being discounted from grade point average calculations.
2. Repeat and Cancel may only be used on courses taken at CSU Dominguez Hills and repeated at CSU Dominguez Hills through Open University, regular university or special sessions.
3. Beginning Fall 2009, Repeat and Cancel may be used for no more than 16 semester units taken at CSU Dominguez Hills during the entire undergraduate degree program.
4. Undergraduate students may be permitted to repeat an additional 12 units, i.e. units in addition to the 16 units for which grade forgiveness is permitted. In such instances the repeat grade shall not replace the original grade, instead, both grades shall be calculated into the student's overall grade-point average.
5. Undergraduate students may repeat an individual course no more than two times.
6. Repeat and Cancel may be used only on grades of "WU," "F," "D," "D+," "C-," "IC."
7. Students must complete a Notice of Repeated Course form for each course repeated that meets all Repeat and Cancel policy guidelines if the original course was taken prior to fall 2008 or if they wish to select which eligible courses are to be excluded from the grade point average computation.
8. A grade entered as a result of the student disciplinary procedures under Executive Order No. 628 cannot be cancelled and will be included in the grade point average.
9. Graduate and post baccalaureate students may repeat courses; however, the two grades will be averaged into the total grade point average. Credit for the courses will be granted only once and courses may be repeated only once.

Concurrent Enrollment at a Non-CSU Institution

Concurrent enrollment in resident courses or in extension courses in a non-CSU institution is permitted only when the entire program has received the approval of the departmental major advisor. This approval must be obtained before any course work is started. The purpose of this

procedure is to ensure that all courses taken elsewhere will meet the requirements of the University and that the total program will not constitute an excessive study load.

It is the student's responsibility to ensure that all work completed during his/her term of graduation is completed prior to the established CSU Dominguez Hills degree date. Work completed at another institution after the established CSU Dominguez Hills degree date cannot be used to satisfy graduation requirements until the next term.

Cross Enrollment

Undergraduate students enrolled at CSUDH may enroll, without formal admission and without payment of additional State University fees, in one transferable course each academic term at participating campuses of the University of California or California Community Colleges, on a space available basis for \$10.00.

A CSUDH student must meet all of the following conditions to enroll at a University of California or Community College campus:

- Must be an undergraduate.
- Must be enrolled in at least 6 units at CSUDH during the semester of Cross Enrollment and show proof of payment of registration fees.
- Must be a California resident.
- Must have completed at least 12 units with a GPA of at least 2.0.
- The course (which must be transferable) must be pre-approved by the University Advisement Center before you take your application to the Cross Enrollment campus for processing.

A University of California or California Community College student coming to CSUDH must meet all of the following conditions:

- Must have completed at least one term at the home campus as a matriculated student.
- Must be enrolled at home campus in at least 6 units during the term of Cross Enrollment.
- Must have a GPA of 2.0 for work completed.
- Must have paid appropriate tuition and fees at home campus for current term.
- Must have completed appropriate academic preparation as determined by CSUDH University Advisement Center.
- Must provide an official transcript with Cross Enrollment Application to University Advisement Center.
- Must be a California resident.
- Other condition specified on the Cross Enrollment form pertaining to registration procedures, deadlines and priorities of host campus.

Intrasystem and Intersystem Enrollment Programs

Fully matriculated students enrolled at any CSU campus have access to courses at other CSU campuses on a space available basis unless those campuses/programs are impacted. This access is offered without students being required to be formally admitted to the host campus and in most cases without paying additional fees. 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 Office of Admissions and Records.

CSU Fully Online Courses – Matriculated students in good standing may request enrollment in one course per term, offered by a CSU host campus. Enrollment requests will be granted based on available space, as well as completion of any stated prerequisites. Credit earned at the host campus is electronically reported to the student’s 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 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.

Eligibility Requirements

Undergraduate students must have completed at least one term at the home campus as a matriculated student, earned at least twelve units there, attained a grade point average of 2.0 or better in all work completed at the home campus, and be in good standing at that campus. Visitors must be eligible to register under continuing status at the home campus.

Graduate students must have completed at least one term at the home campus as a matriculated student, been admitted to or be enrolled in an authorized graduate program at the home campus, and be in good standing at the last college attended.

Enrollment Conditions

1. Approval will be valid for one term only and subject to space availability, deadlines and registration priorities of host campus.
2. Academic advisement is available only at the home campus.
3. Evidence of completion of course prerequisites may be required at time of enrollment (i.e., transcript or grade reports).
4. Concurrent enrollment at another CSU campus is not possible while in visitor status.
5. Financial aid is available only through home campus and students eligible for Veterans, Rehabilitation, Social Security, and other Federal, State, or County benefits must secure eligibility certification through home campus.
6. Program changes will be accomplished following standard procedures on both campuses. Official notification will be provided by the host campus to the home campus. If a student withdraws from the home campus and requests refund of the refundable portion of the fees, the host campus must be notified by the home campus.

7. Permanent academic records are maintained at the host campus and sent to the student and to the home campus.
8. Health services on host campus will be limited to treatment for emergencies.
9. Because of overlap in the academic calendars, concurrent enrollment is possible only in certain combinations.

Home Campus	Host Campus	
Sem Calendar	Possible	Not Possible
Fall	Fall Qtr or Sem	Winter Quarter
Spring	Spring Qtr or Sem	Winter Quarter
Qtr Calendar	Possible	Not Possible
Fall	Fall Qtr or Sem	
Winter	Winter Qtr or Sem	
Spring	Spring Qtr or Sem	Spring Sem
Summer	Summer Qtr	

(NOTE: Although summer quarter concurrent enrollment is not possible for students whose home campus is on a semester calendar or on a quarter calendar without a summer quarter, enrollment in visitor status is possible.)

1. Home campus will be notified after a student registers at host campus and pays any required nonresident tuition and user fees.
2. Participation in student activities or use of the student union at the host campus is subject to any limitations set by the host campus.
3. Parking on the host campus will be available on the basis of a term fee within campus parking availability or on a daily fee basis.
4. Information concerning host campus identification card policies will be provided at registration.

Official Withdrawal from the University (Withdrawal from all Courses)

Official withdrawal is necessary if a student leaves the University at any time after registration and does not intend to complete the semester. The forms for initiating this process (Complete Withdrawal form) may be obtained from the University Information Center (WH D-245), from the Office of Admissions and Records (WH C-290), and on the Admissions and Records web site.

When official withdrawal from the University occurs before the semester deadline for dropping classes (Student Census), there is no record of enrollment. However, if official withdrawal occurs after the student census, grades will be assigned in accordance with the policy above on "Official Withdrawal from a Course." Students withdrawing from all courses should determine if a leave of absence or graduation in absentia is appropriate. Official withdrawals that occur between weeks 4 and 12 will result in a "W" grade, and will count against the Undergraduate 18 unit limit. Official withdrawals that are approved and processed during weeks 13-15 will not count against the Undergraduate 18 unit limit. Withdrawals in excess of 18 units cannot be processed and will result in a "WU" grade, which is a failing grade included in the grade point average and progress point computations.

A student who withdraws with "W" grades shall be classified as a continuing student for the next semester.

Concurrent Course Scheduling

Students are not permitted to enroll in two or more courses that overlap in time within any given academic semester without official written approval on the Approval for Time Conflict form. Time Conflict forms are available in the Office of Admissions and Records and on the Admissions and Records web site.

Course Information/Syllabus

During the first week of classes an instructor is to distribute (electronically or physically) or post onto blackboard (or other university accepted course shell) the course syllabus. Course information shall include at a minimum the following elements:

1. Course title and units.
2. Instructor name and availability outside of the class, include office hours, office location, office telephone number and email address.
3. Prerequisites/co-requisites for the course.
4. Course description
5. Student learning outcomes for the course.
6. Required texts and other materials.
7. Required computer software/hardware capabilities.
8. Computer literacy skill expectations for students enrolled in the course.
9. A specific reference to the University Catalog's statement regarding Academic Integrity and plagiarism expectations.
10. Course requirements, including reading and assignments, exams and other types of assessments of student work.
11. The instructor's grading policy including grading scale and weighted value of assignments/tests.
12. Policy on attendance, assignment due dates and submission of late work and missed exams.
13. A specific reference to the University Catalog's statement regarding accommodations for individuals with disabilities including services provided by, and contact information (telephone number and emails address) of the Student Disability Resource Center.
14. A tentative schedule of class meetings and topics.
15. Explicit notations (traditions/on ground vs. virtual meeting) and location of class meetings.
16. A schedule of all assignment due dates and examinations.

17. A policy regarding extra credit, including a statement indicating it is available to all students.
18. A statement of expected behavioral standards that clarifies behavior expectations, as well as the consequences of disrespectful or disruptive behavior.

The instructor will submit either a printed or electronic copy, as per department policy of the syllabus each term and for each course section the course is taught. Any substantive changes to the syllabus should be communicated in a timely manner to students and department chairs.

*From AA 2015-03 Syllabus Content Policy

Course Numbering System

The course numbering system for the University is based upon three-digit numbers as follows:

001- 099	Sub-collegiate courses, not for baccalaureate credit.
100- 199	Lower division courses normally taken in the freshman year.
200- 299	Lower division courses normally taken in the sophomore year.
300- 399	Upper division courses normally taken in the junior year.
400- 499	Upper division courses normally taken in the senior year.
500- 599	Graduate courses ordinarily limited to graduate students, Post baccalaureate students, and last semester seniors with prior departmental approval.
600	Graduate Continuation Course. For graduate students who have completed all course requirements.

Nondiscrimination Policy

Race, Color, Ethnicity, National Origin, Age, Genetic Information, Religion and Veteran Status

The California State University does not discriminate on the basis of race, color, ethnicity, national origin, age, genetic information, religion or veteran status 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. The Assistant Vice President of Human Resources has been designated to coordinate the efforts of CSUDH to comply with all applicable federal and state laws prohibiting discrimination on these bases. Inquiries concerning compliance may be presented to this person at 1000 E. Victoria St. Welch Hall, Room 340 Carson, CA 90747. (310) 243-3771. CSU Executive Order 1097 (<http://www.calstate.edu/EO/EO-1097-rev-6-23-15.html>) is the systemwide procedure for all complaints of discrimination, harassment or retaliation made by students against the CSU, a CSU

employee, other CSU students or a third party.

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. The Assistant Vice President of Human Resources has been designated to coordinate the efforts of CSUDH 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 1000 E. Victoria St. Welch Hall, Room 340 Carson, CA 90747. (310) 243-3771. CSU Executive Order 1097 (<http://www.calstate.edu/EO/EO-1097-rev-6-23-15.html>) is the systemwide procedure for all complaints of discrimination, harassment or retaliation made by students against the CSU, a CSU employee, other CSU students or a third party.

Sex/Gender/Gender Identity/Gender Expression/Sexual Orientation

The California State University does not discriminate on the basis of sex, gender, gender identity, gender expression 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. The Assistant Vice President of Human Resources has been designated to coordinate the efforts of CSUDH to comply with all applicable federal and state laws prohibiting discrimination on these bases. Inquiries concerning compliance may be presented to this person at 1000 E. Victoria St. Welch Hall, Room 340 Carson, CA 90747. (310) 243-3771. The California State University is committed to providing equal opportunities to male and female CSU students in all campus programs, including intercollegiate athletics.

Title IX of the Education Amendments of 1972 protects all people regardless of their gender or gender identity from sex discrimination, which includes sexual harassment and violence:

Sexual discrimination means an adverse act taken against an individual because of gender or sex (including sexual harassment, sexual violence, domestic violence, dating violence, and stalking) that is perpetrated against an individual on a basis prohibited by Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 et seq., and its implementing regulations, 34 C.F.R. Part 106 (Title IX); California Education Code §66250 et seq., and/or California Government Code §11135.

Sexual harassment, a form of sex discrimination, is unwelcome verbal, nonverbal or physical conduct of a sexual nature that includes, but is not limited to, sexual violence, sexual advances, requests for sexual favors, indecent exposure and other verbal, nonverbal or physical unwelcome conduct of a sexual nature, where such conduct is sufficiently severe, persistent or pervasive that its effect, whether or not intended, could be considered by a reasonable person in the shoes of the individual, and is in fact considered by the individual, as limiting the individual's ability to participate in or benefit from the services, activities or opportunities offered by the University. Sexual harassment includes submission to, or rejection of, where the conduct is explicitly or implicitly used as the basis for any decision affecting an individual's academic status or progress, or access to benefits and services, honors, programs, or activities available at or through the University. Sexual harassment also includes gender-based harassment, which may

include acts of verbal, non-verbal or physical aggression, intimidation or hostility based on sex or sex-stereotyping, even if those acts do not involve conduct of a sexual nature. Sexual harassment could include being forced to engage in unwanted sexual contact as a condition of membership in a student organization; being subjected to video or photographic exploitation, or a campaign of sexually explicit graffiti; or frequently being exposed to unwanted images of a sexual nature in a classroom that are unrelated to the coursework. University policy covers unwelcome conduct of a sexual nature. While romantic, sexual, intimate, personal or social relationships between members of the University community may begin as consensual, they may evolve into situations that lead to sexual harassment or sexual misconduct, including dating or domestic violence, or stalking.

Sexual misconduct: All sexual activity between members of the University community must be based on affirmative consent. Engaging in any sexual activity without first obtaining affirmative consent to the specific activity is sexual misconduct, whether or not the conduct violates any civil or criminal law. Sexual activity includes, but is not limited to, kissing, touching intimate body parts, fondling, intercourse, penetration of any body part, and oral sex. It also includes any unwelcome physical acts, such as unwelcome sexual touching, sexual assault, sexual battery, rape, and dating violence. When based on gender, domestic violence or stalking also constitutes sexual misconduct. Sexual misconduct may include using physical force, violence, threat or intimidation, ignoring the objections of the other person, causing the other person's intoxication or incapacitation through the use of drugs or alcohol, or taking advantage of the other person's incapacitation (including voluntary intoxication) to engage in sexual activity. Men as well as women can be victims of these forms of sexual misconduct. Sexual activity with a minor is never consensual when the complainant is under 18 years old, because the minor is considered incapable of giving consent.

Sexual assault is a form of sexual misconduct and is an attempt, coupled with the ability, to commit a violent injury on the person of another because of that person's gender or sex.

Sexual battery is a form of sexual misconduct and is any willful and unlawful use of force or violence upon the person of another because of that person's gender or sex as well as touching an intimate part of another person against that person's will and for the purpose of sexual arousal, gratification or abuse.

Rape is a form of sexual misconduct and is non-consensual sexual intercourse that may also involve the use of threat of force, violence, or immediate and unlawful bodily injury or threats of future retaliation and duress. Any sexual penetration, however slight, is sufficient to constitute rape. Sexual acts including intercourse are considered non-consensual when a person is incapable of giving consent because s/he is incapacitated from alcohol and/or drugs, is under 18 years old, or if a mental disorder or developmental or physical disability renders the person incapable of giving consent. The respondent's relationship to the person (such as family member, spouse, friend, acquaintance or stranger) is irrelevant.

Acquaintance rape is a form of sexual misconduct committed by an individual known to the victim. This includes a person the victim may have just met; i.e., at a party, introduced through a friend, or on a social networking website.

Affirmative consent means an informed, affirmative, conscious, voluntary, and mutual agreement to engage in sexual activity. It is the responsibility of each person involved in the sexual activity to ensure that s/he has the affirmative consent of the other participant(s) to engage in the sexual activity. Lack of protest or resistance does not mean consent nor does silence mean consent. Affirmative consent must be voluntary, and given without coercion, force, threats or intimidation.

- The existence of a dating or social relationship between those involved, or the fact of past sexual activities between them, should never by itself be assumed to be an indicator of affirmative consent. A request for someone to use a condom or birth control does not, in and of itself, constitute affirmative consent.
- Affirmative consent can be withdrawn or revoked. Consent to one form of sexual activity (or sexual act) does not constitute consent to other forms of sexual activity. Consent given to sexual activity on one occasion does not constitute consent on another occasion. There must always be mutual and affirmative consent to engage in sexual activity. Consent must be ongoing throughout a sexual activity and can be revoked at any time, including after penetration. Once consent is withdrawn or revoked, the sexual activity must stop immediately.
- A person who is incapacitated cannot give affirmative consent. A person is unable to consent when s/he is asleep, unconscious or is incapacitated due to the influence of drugs, alcohol, or medication so that s/he could not understand the fact, nature or extent of the sexual activity. A person is incapacitated if s/he lacks the physical and/or mental ability to make informed, rational decisions. Whether an intoxicated person (as a result of using alcohol or other drugs) is incapacitated depends on the extent to which the alcohol or other drugs impact the person's decision-making capacity, awareness of consequences, and ability to make fully informed judgments. A person's own intoxication or incapacitation from drugs or alcohol does not diminish that person's responsibility to obtain affirmative consent before engaging in sexual activity.
- A person with a medical or mental disability may also lack the capacity to give consent.
- Sexual activity with a minor (a person under 18 years old) is not consensual, because a minor is considered incapable of giving legal consent due to age.
- It shall not be a valid excuse that a person affirmatively consented to the sexual activity if the respondent knew or reasonably should have known that the person was unable to consent to the sexual activity under any of the following circumstances:
 - The person was asleep or unconscious;
 - The person was incapacitated due to the influence of drugs, alcohol or medication, so that the person could not understand the fact, nature or extent of the sexual activity;
 - The person was unable to communicate due to a mental or physical condition.
- It shall not be a valid excuse that the respondent believed that the person consented to the sexual activity under either of the following circumstances:
 - The respondent's belief in affirmative consent arose from the intoxication or recklessness of the respondent;
 - The respondent did not take reasonable steps, in the circumstances known to the respondent at the time, to ascertain whether the person affirmatively consented.

Consensual relationships: Consensual relationship means a sexual or romantic relationship between two persons who voluntarily enter into such a relationship. While sexual and/or

romantic relationships between members of the University community may begin as consensual, they may evolve into situations that lead to discrimination, harassment, retaliation, sexual misconduct, dating or domestic violence, or stalking.

- A University employee shall not enter into a consensual relationship with a student or employee over whom s/he exercises direct or otherwise significant academic, administrative, supervisory, evaluative, counseling, or extracurricular authority. In the event such a relationship already exists, each campus shall develop a procedure to reassign such authority to avoid violations of policy.
- This prohibition does not limit the right of an employee to make a recommendation on the personnel matters concerning a family or household member where the right to make recommendations on such personnel matters is explicitly provided for in the applicable collective bargaining agreement or MPP/confidential personnel plan.

Domestic violence is abuse committed against someone who is a current or former spouse, current or former cohabitant, someone with whom the abuser has a child, someone with whom the abuser has or had a dating or engagement relationship, or a person similarly situated under California domestic or family violence law. Cohabitant means two unrelated persons living together for a substantial period of time, resulting in some permanency of relationship. It does not include roommates who do not have a romantic, intimate, or sexual relationship. Factors that may determine whether persons are cohabiting include, but are not limited to (1) sexual relations between the parties while sharing the same living quarters, (2) sharing of income or expenses, (3) joint use or ownership of property, (4) whether the parties hold themselves out as husband and wife, (5) the continuity of the relationship, and (6) the length of the relationship. For purposes of this definition, “abuse” means intentionally or recklessly causing or attempting to cause bodily injury or placing another person in reasonable apprehension of imminent serious bodily injury to himself or herself, or another. Abuse does not include non-physical, emotional distress or injury.

Dating violence is abuse committed by a person who is or has been in a social or dating relationship of a romantic or intimate nature with the victim. This may include someone the victim just met; i.e., at a party, introduced through a friend, or on a social networking website. For purposes of this definition, “abuse” means intentionally or recklessly causing or attempting to cause bodily injury or placing another person in reasonable apprehension of imminent serious bodily injury to himself or herself, or another. Abuse does not include non-physical, emotional distress or injury.

Stalking means a repeated course of conduct directed at a specific person that would cause a reasonable person to fear for his/her or others’ safety or to suffer substantial emotional distress. For purposes of this definition:

- Course of conduct means two or more acts, including but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveys, threatens, or communicates to or about a person, or interferes with a person’s property;
- Reasonable person means a reasonable person under similar circumstances and with the same protected status as the complainant;
- Substantial emotional distress means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.

See further information in CSUDH's sexual violence prevention and education statement, Title IX Notice of Nondiscrimination (which includes facts and myths about sexual violence), and Victim's Rights and Options Notice, at <http://www4.csudh.edu/dhpd/clery/index>.

Inquiries Concerning Compliance

Inquiries concerning compliance or the application of these laws to programs and activities of CSUDH 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.

Whom to Contact If You Have Complaints, Questions or Concerns

Title IX requires the university to designate a Title IX Coordinator to monitor and oversee overall Title IX compliance. Your campus Title IX Coordinator is available to explain and discuss your right to file a criminal complaint (for example, in cases of sexual violence); the university's complaint process, including the investigation process; how confidentiality is handled; available resources, both on and off campus; and other related matters. **If you are in the midst of an emergency, please call the police immediately by dialing 9-1-1.**

Campus Title IX Coordinator

The Associate Vice President of Human Resources
1000 E. Victoria St. Welch Hall, Room 340 Carson, CA 90747.
(310) 243-3771

University Police

Carols Velez, Chief of Police
1000 E. Victoria St. Welch Hall, Room B- 100 Carson, CA 90747.
(310) 243- 3639

Department of Education, Office for Civil Rights: (800) 421-3481 or ocr@ed.gov

If you wish to fill out a complaint form online with the OCR, you may do so at: <http://www2.ed.gov/about/offices/list/ocr/complaintintro.html>.

Title IX requires the university to adopt and publish complaint procedures that provide for prompt and equitable resolution of sex discrimination complaints, including sexual harassment and misconduct as well as provide training, education and preventive measures related to sex discrimination. CSU Executive Order 1097 (<http://www.calstate.edu/EO/EO-1097-rev-6-23-15.html>) is the systemwide procedure for all complaints of discrimination, harassment or retaliation made by students against the CSU, a CSU employee, other CSU students or a third party.

Except as provided below under confidentiality and sexual misconduct, dating violence,

domestic violence, and stalking, any University employee who knows or has reason to know of allegations or acts that violate University policy shall promptly inform the Title IX Coordinator. These employees are required to disclose all information including the names of the parties, even where the person has requested that his/her name remain confidential. The Title IX Coordinator will determine whether confidentiality is appropriate given the circumstances of each such incident (see confidential reporting options outlined below).

Regardless of whether an alleged victim of sexual discrimination ultimately files a complaint, if the campus knows or has reason to know about possible sexual discrimination, harassment or misconduct, violence, it must review the matter to determine if an investigation is warranted. The campus must then take appropriate steps to eliminate any sex discrimination/harassment/misconduct, prevent its recurrence, and remedy its effects.

SAFETY OF THE CAMPUS COMMUNITY IS PRIMARY

The University's primary concern is the safety of its campus community members. The use of alcohol or drugs never makes the victim at fault for sexual discrimination, harassment or misconduct; therefore, victims should not be deterred from reporting incidents of sexual misconduct out of a concern that they might be disciplined for related violations of drug, alcohol or other university policies. Except in extreme circumstances, victims of sexual misconduct shall not be subject to discipline for related violations of the Student Conduct Code.

INFORMATION REGARDING CAMPUS, CRIMINAL AND CIVIL CONSEQUENCES OF COMMITTING ACTS OF SEXUAL VIOLENCE

Individuals alleged to have committed sexual misconduct may face criminal prosecution by law enforcement and may incur penalties as a result of civil litigation. In addition, employees and students may face discipline at the university, up to including suspension or expulsion. Employees may face sanctions up to and including dismissal from employment, pursuant to established CSU policies and provisions of applicable collective bargaining unit agreements.

Students who are charged by the University with sexual discrimination, harassment or misconduct will be subject to discipline, pursuant to the California State University Student Conduct Procedures (see Executive Order 1098 at <http://www.calstate.edu/eo/EO-1098-rev-6-23-15.pdf> or any successor executive order) and will be subject to appropriate sanctions. In addition, during any investigation, the University may implement interim measures in order to maintain a safe and non-discriminatory educational environment. Such measures may include but not be limited to: immediate interim suspension from the University; a required move from university-owned or affiliated housing; adjustments to course schedule; and/or prohibition from contact with parties involved in the alleged incident.

CONFIDENTIALITY AND SEXUAL MISCONDUCT, DATING VIOLENCE, DOMESTIC VIOLENCE AND STALKING

The University encourages victims of sexual misconduct, dating violence, domestic violence, or stalking (collectively sexual misconduct) to talk to someone about what happened – so they can get the support they need, and so the University can respond appropriately.

PRIVILEGED AND CONFIDENTIAL COMMUNICATIONS

Physicians, Psychotherapists, Professional Licensed Counselors, Licensed Clinical Social Workers and Clergy - Physicians, psychotherapists, professional, licensed counselors, licensed clinical social workers, and clergy who work or volunteer on or off campus, acting solely in those roles or capacities as part of their employment, and who provide medical or mental health treatment or counseling (and those who act under their supervision, including all individuals who work or volunteer in their centers and offices) may not report any information about an incident of sexual misconduct to anyone else at the University, including the Title IX Coordinator, without the victim's consent. A victim can seek assistance and support from physicians, psychotherapists, professional, licensed counselors, licensed clinical social workers, and clergy without triggering a University investigation that could reveal the victim's identity or the fact of the victim's disclosure. However, see limited exceptions below regarding when health care practitioners must report to local law enforcement agencies. Health care practitioners should explain these limited exceptions to victims, if applicable.

Sexual Assault and Domestic Violence Counselors and Advocates – Sexual assault and domestic violence counselors and advocates who work or volunteer on or off campus in sexual assault centers, victim advocacy offices, women's centers, and health centers (including those who act in that role under their supervision, along with non-professional counselors or advocates who or volunteer in sexual assault centers, victim advocacy offices, women's centers, gender equity centers, or health centers) may talk to a victim without revealing any information about the victim and the incident of sexual misconduct to anyone else at the University, including the Title IX Coordinator, without the victim's consent. A victim can seek assistance and support from these counselors and advocates without triggering a University investigation that could reveal his/her identity or that a victim disclosed an incident to them. However, see limited exceptions below regarding when sexual assault and domestic violence counselors and advocates must report to local law enforcement agencies. Counselors and advocates should explain these limited exceptions to victims, if applicable.

The University will be unable to conduct an investigation into a particular incident or pursue disciplinary action against a perpetrator if a victim chooses to (1) speak only to a physician, professional licensed counselor, licensed clinical social worker, clergy member, sexual assault counselor, domestic violence counselor or advocate; and (2) maintain complete confidentiality. Even so, these individuals will assist victims in receiving other necessary protection and support, such as victim advocacy, disability, medical/health or mental health services, or legal services, and will advise victims regarding their right to file a Title IX complaint with the University and a separate complaint with local or University police. If a victim insists on confidentiality, such professionals, counselors and advocates will likely not be able to assist the victim with: University academic support or accommodations; changes to University-based living or working schedules; or adjustments to course schedules. A victim who at first requests confidentiality may later decide to file a complaint with the University or report the incident to the police, and thus have the incident fully investigated. These counselors and advocates can provide victims with that assistance if requested by the victim. These counselors and advocates will also explain that Title IX includes protections against retaliation, and that the University will not only take steps to prevent retaliation when it knows or reasonably should know of possible retaliation, but will also take strong responsive action if it occurs.

EXCEPTIONS: Under California law, any health practitioner employed in a health facility, clinic, physician's office, or local or state public health department or clinic is required to make a report to local law enforcement if he or she provides medical services for a physical condition to a patient/victim who he or she knows or reasonably suspects is suffering from (1) a wound or physical injury inflicted by a firearm; or (2) any wound or other physical injury inflicted upon a victim where the injury is the result of assaultive or abusive conduct (including sexual misconduct, domestic violence, and dating violence). This exception does not apply to sexual assault and domestic violence counselors and advocates. Health care practitioners should explain this limited exception to victims, if applicable.

Additionally, under California law, all professionals described above (physicians, psychotherapists, professional counselors, licensed clinical social workers, clergy, and sexual assault and domestic violence counselors and advocates) are mandatory child abuse and neglect reporters, and are required to report incidents involving victims under 18 years of age to local law enforcement. These professionals will explain this limited exception to victims, if applicable.

Finally, some or all of these professionals may also have reporting obligations under California law to (1) local law enforcement in cases involving threats of immediate or imminent harm to self or others where disclosure of the information is necessary to prevent the threatened danger; or (2) to the court if compelled by court order or subpoena in a criminal proceeding related to the sexual violence incident. If applicable, these professionals will explain this limited exception to victims.

REPORTING TO UNIVERSITY OR LOCAL POLICE

If a victim reports to local or University Police about sexual misconduct, the police are required to notify victims that their names will become a matter of public record unless confidentiality is requested. If a victim requests that his/her identity be kept confidential, his/her name will not become a matter of public record and the police will not report the victim's identity to anyone else at the University, including the Title IX Coordinator. University Police will, however, report the facts of the incident itself to the Title IX Coordinator being sure not to reveal to the Title IX Coordinator victim names/identities or compromise their own criminal investigation. The University is required by the federal Clery Act to report certain types of crimes (including certain sex offenses) in statistical reports. However, while the University will report the type of incident in the annual crime statistics report known as the Annual Security Report, victim names/identities will not be revealed.

REPORTING TO THE TITLE IX COORDINATOR AND OTHER UNIVERSITY EMPLOYEES

Most University employees have a duty to report sexual misconduct incidents when they are on notice of it. When a victim tells the Title IX Coordinator or another University employee about a sexual misconduct incident, the victim has the right to expect the University to take immediate and appropriate steps to investigate what happened and to resolve the matter promptly and equitably. In all cases, the University strongly encourages victims to report sexual misconduct directly to the campus Title IX Coordinator. As detailed above, all University employees except physicians, licensed professional counselors, licensed clinical social workers, sexual assault counselors and advocates, must report to the Title IX Coordinator all relevant details about any

sexual violence incidents of which they become aware. The University will need to determine what happened – and will need to know the names of the victim(s) and the perpetrator(s), any witnesses, and any other relevant facts, including the date, time and specific location of the incident.

To the extent possible, information reported to the Title IX Coordinator or other University employees will be shared only with individuals responsible for handling the University's response to the incident. The University will protect the privacy of individuals involved in a sexual misconduct incident except as otherwise required by law or University policy. A sexual misconduct report may result in the gathering of extremely sensitive information about individuals in the campus community. While such information is considered confidential, University policy regarding access to public records and disclosure of personal information may require disclosure of certain information concerning a report of sexual misconduct. In such cases, efforts will be made to redact the records, as appropriate, in order to protect the victim's identity and privacy and the privacy of other involved individuals. Except as detailed in the section on Privileged and Confidential Communications above, no University employee, including the Title IX Coordinator, should disclose the victim's identity to the police without the victim's consent or unless the victim has also reported the incident to the police.

If a victim requests of the Title IX Coordinator or another University employee that his/her identity remain completely confidential, the Title IX Coordinator will explain that the University cannot always honor that request and guarantee complete confidentiality. If a victim wishes to remain confidential or request that no investigation be conducted or disciplinary action taken, the University must weigh that request against the University's obligation to provide a safe, non-discriminatory environment for all students, employees, and third parties, including the victim. Under those circumstances, the Title IX Coordinator will determine whether the victim's request for complete confidentiality and/or no investigation can be honored under the facts and circumstances of the particular case, including whether the University has a legal obligation to report the incident, conduct an investigation or take other appropriate steps. Without information about a victim's identity, the University's ability to meaningfully investigate the incident and pursue disciplinary action against the perpetrator may be severely limited. See Executive Order 1095 for further details around confidential reporting, and other related matters (<http://www.calstate.edu/eo/EO-1095.pdf>).

Additional Resources

- CSUDH's sexual violence prevention and education statement, which includes facts and myths about sexual violence, at <http://www4.csudh.edu/dhpd/clery/index>.
- **U.S. Department of Education, regional office:**
Office for Civil Rights
50 Beale Street, Suite 7200
San Francisco, CA 94105
(415) 486-5555; TDD (877) 521-2172
- **U.S. Department of Education, national office:**
Office for Civil Rights
(800) 872-5327

- **California Coalition Against Sexual Assault:**
1215 K. Street, Suite 1850
Sacramento, CA 95814
(916) 446-2520
<http://calcasa.org/>
- **Know Your Rights about Title IX** www2.ed.gov/about/offices/list/ocr/docs/title-ix-rights-201104.html
- **Domestic and Family Violence, Office of Justice Programs, U.S. Department of Justice**
- **National Institute of Justice: Intimate Partner Violence, Office of Justice Programs, U.S. Department of Justice**
- **National Domestic Violence Hotline: 1-800-799-SAFE (7233)**
- **Office of Violence against Women, United States Department of Justice**
- **Centers for Disease Control and Prevention: Intimate Partner Violence**
- **Defending Childhood, United States Department of Justice**
- **Defending Childhood, United States Department of Justice**
- **Compton Center YMCA – Sexual Assault & Crisis Center: (310) 763-9117**
- **South Bay Rape Hotline: (310) 545-2111**

Academic Petition for Exception

Students may petition for exception to certain university academic regulations when unusual circumstances exist. It should be noted, however, that academic regulations contained in Title 5, California Code of Regulations, cannot be waived by petition.

Before filing a petition, students must first speak with the designated representatives in the School or College associated with their request. Only in cases where no alternate means of resolution is available should a student then file a petition. To do so, a fee must be paid. Requests must be stated clearly and accompanied by supporting documentation. Students are notified of decisions by U.S. Mail at the address on file with the university.

Plagiarism

At the heart of any university are its efforts to encourage critical reading skills, effective communication and, above all, intellectual honesty among its students. Thus, all academic work submitted by a student as his or her own should be in his or her own unique style, words and form. When a student submits work that purports to be his/her original work, but actually is not, the student has committed plagiarism.

Plagiarism is considered a gross violation of the University's academic and disciplinary standards. Plagiarism includes the following: copying of one person's work by another and claiming it as his or her own, false presentation of one's self as the author or creator of a work, falsely taking credit for another person's unique method of treatment or expression, falsely representing one's self as the source of ideas or expression, or the presentation of someone else's language, ideas or works without giving that person due credit. It is not limited to written works. For example, one could plagiarize music compositions, photographs, works of art, choreography, computer programs or any other unique creative effort.

Plagiarism is cause for formal university discipline and is justification for an instructor to assign a lower grade or a failing grade in the course in which the plagiarism is committed. In addition, the University may impose its own disciplinary measures.

Prerequisites for Courses

Course prerequisites cited with each course description in this catalog are intended to advise the student of any previous work needed for the course. Some course prerequisites will be automatically enforced electronically as part of the registration process. Students not meeting the stated prerequisites should determine their eligibility for such courses in consultation with their academic advisors and the appropriate instructor.

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 thereunder (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 Office of Admissions and Records. 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 Director of Admissions and Records.

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).

Release of Student Information to Agencies of the State of California

Agencies of the State of California may request, for recruitment purposes, information including the names, addresses, major fields of study, and total units completed of CSU students and former students. The university is required by law to release such information to state agencies on request concerning students who have requested in writing that such information be released to state agencies. Students will have the opportunity during the first three weeks of the Fall semester to request in writing the release of such information by completing a form in the Office of Admissions and Records; this release is effective for one academic year and expires on the first day of the following academic year. Students will also have an opportunity to forbid release of any personal identifiable information to state agencies or any other person or organization.

Smoking Policy

California State University, Dominguez Hills (CSUDH) has a responsibility to its students and employees to provide a safe and healthful learning and working environment. The University recognizes the harmful effects of involuntary contact with smoke. It also recognizes the need to preserve the reasonable individual rights of smokers as long as doing so does not interfere with the right of the non-smoker to a smoke-free environment.

Areas Where Smoking is Prohibited

Therefore, it is the policy of CSUDH to prohibit smoking in campus buildings and certain other areas of the campus where non-smokers cannot avoid exposure to smoke. Specifically, smoking is prohibited in all campus buildings, including classrooms, lecture halls, laboratories, offices, work areas, study areas, reception areas, meeting rooms, lobbies, hallways, stairwells, elevators, eating areas, lounges, and restrooms, and within twenty-five (25) feet of an exit, entrance, or operable window of any campus building. Smoking is also prohibited in all partially enclosed areas such as covered walkways, breezeways, walkways between sections of buildings, bus-stop shelters, exterior walkways and landings, all State vehicles, including electric and golf carts.

Areas Where Smoking is Permitted

Smoking is permitted in outside ground areas twenty-five (25) feet beyond any exit, entrance or operable window of a campus building.

Exception: Smoking is prohibited on decks and patios associated with dining facilities or if it unavoidably exposes people entering and leaving adjacent buildings to smoke, or when it is explicitly prohibited during a particular event or activity scheduled in the area (such as in bleachers or row seating at athletic or other events).

Compliance with Policy

Effective implementation of the Campus Smoking Policy depends upon the courtesy, sensitivity, and cooperation of all members of the campus community. It is a normal and reasonable duty of all employees of CSUDH and its auxiliaries, and expected conduct by all students, to comply with this policy.

Scope of Policy

The Campus Smoking Policy applies to all campus buildings and grounds owned, rented or leased by CSUDH. All members of the campus community students, faculty, staff and campus visitors are expected to comply with this policy.

Notification of Policy

Notification of this policy to members of the campus community and visitors shall be made by including the policy in the University Catalog, Schedule of Classes and the University Website. At least one copy of this policy shall be posted in each campus building. New employees will be notified of the policy by the Human Resources Management Office upon employment.

Signs shall be displayed at the entrances/exits of all campus buildings and other appropriate locations stating that smoking is prohibited within the building and/or area and that smoking is prohibited within twenty-five (25) feet of any exit, entrance or operable window of any campus building.

Reporting of Violations of the Policy

Violations of this policy should be reported to the appropriate administrator. There shall be no reprisals against anyone seeking assistance in enforcing this Policy.

Effective Date of Policy

This policy is effective as of September 7, 2004, and supersedes all previous CSUDH smoking policies.

Student Rights and Responsibilities

Student Responsibility

Each student is responsible for compliance with the regulations printed in the current catalog, in the current schedule of classes and with official notices posted on official bulletin boards.

Student Discipline

The University seeks to create the optimum climate for academic excellence for both students and faculty. Within this climate, students must have the opportunity to develop an understanding of their roles as citizens in a democracy. In order to achieve these goals, the University strives to minimize its regulatory controls over individual student conduct and to maximize the opportunity for student self-control and self-discipline. Students who attend the University are expected to conduct themselves in a manner compatible with the laws of federal, state and local governments, as well as with the stated purposes of the University.

Inappropriate conduct by students or by applicants for admission is subject to discipline as provided in Sections 41301 through 41304 of Title 5, California Code of Regulations. These sections are as follows:

Student Conduct

TITLE 5, CALIFORNIA CODE OF REGULATIONS, § 41301. STANDARDS FOR STUDENT CONDUCT

Campus Community Values

The University is committed to maintaining a safe and healthy living and learning environment for students, faculty, and staff. Each member of the campus community should choose behaviors

that contribute toward this end. Students are expected to be good citizens and to engage in responsible behaviors that reflect well upon their university, to be civil to one another and to others in the campus community, and contribute positively to student and university life.

Grounds for Student Discipline

Student behavior that is not consistent with the Student Conduct Code is addressed through an educational process that is designed to promote safety and good citizenship and, when necessary, impose appropriate consequences. The following are the grounds upon which student discipline can be based:

- 1) Dishonesty, including:
 - i) Cheating, plagiarism, or other forms of academic dishonesty that are intended to gain unfair academic advantage.
 - ii) Furnishing false information to a University official, faculty member, or campus office.
 - iii) Forgery, alteration, or misuse of a University document, key, or identification instrument.
 - iv) Misrepresenting one's 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:
 - i) Unauthorized entry into a file, for any purpose.
 - ii) Unauthorized transfer of a file.
 - iii) Use of another's identification or password.
 - iv) Use of computing facilities, campus network, or other resources to interfere with the work of another member of the University community.
 - v) Use of computing facilities and resources to send obscene or intimidating and abusive messages.
 - vi) Use of computing facilities and resources to interfere with normal University operations.
 - vii) Use of computing facilities and resources in violation of copyright laws.
 - viii) 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:
 - i) Falsification, distortion, or misrepresentation of information related to a student discipline matter.
 - ii) Disruption or interference with the orderly progress of a student discipline proceeding.
 - iii) Initiation of a student discipline proceeding in bad faith.
 - iv) Attempting to discourage another from participating in the student discipline matter.
 - v) Attempting to influence the impartiality of any participant in a student discipline matter.
 - vi) Verbal or physical harassment or intimidation of any participant in a student discipline matter.
 - vii) 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.

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.

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.

TITLE 5, CALIFORNIA CODE OF REGULATIONS, § 41302. DISPOSITION OF FEES: CAMPUS EMERGENCY; INTERIM SUSPENSION.

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.

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 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.

Civil or Criminal Penalties for Violation of Federal Copyrights Law

Anyone who is found to be liable for copyright infringement may be ordered to pay either actual damages suffered as a result of the infringement along with any profits of the infringer attributable to the infringement that are not already taken into account in computing the actual damages, or “statutory” damages between \$750 and \$30,000 per work infringed. In the case of a

“willful” infringement, a court may award up to \$150,000 per work infringed (see 17 U.S.C. §504). Courts also have discretion to award costs and attorneys’ fees to the prevailing party (see 17 U.S.C. §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. Criminal penalties may vary depending on the nature of the offense and whether the infringer has previously been convicted of criminal copyright infringement under 18 U.S.C. §2319 (see 17 U.S.C. §506 and 18 U.S.C. §2319).

Student Right-to-Know Law

Under the federal Student Right-to-Know legislation, institutions of higher education are required to disclose information regarding graduation rates for first time, full-time, regularly enrolled freshman. Prospective and currently enrolled students may review this information on the CSU Dominguez Hills Division of Student Affairs webpage accessible at www.csudh.edu/stuaffs/coninfo.htm. Questions regarding this information are referred to the Media Relations Office at the University.

The federal government requires that institutions of higher learning inform prospective and continuing students regarding information pertaining to campus crime statistics, graduation and transfer rates, Family Education Rights and Privacy Act of 1974 (FERPA), and athletic participation rates/financial support (Equity in Athletics Disclosure Act). In addition to CSUDH's Drug and Alcohol Policy, this information is available at the following web site:www.csudh.edu/stuaffs/coninfo.htm.

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 Office of Human Resources Management, 1000 E. Victoria St. Carson, CA 90747. (310) 243-3771.

Student Complaint Procedure

The California State University takes complaints and concerns regarding the institution very seriously. 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 www.wascenior.org/. 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 at, Dr. Ellen Junn, Provost and Vice President of Academic Affairs at academicaffairs@csudh.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.

Veterans' Responsibilities

Students receiving veteran's benefits have several important responsibilities regarding their certification status for receipt of those benefits. These responsibilities are:

Prompt Notification of Withdrawal

It is the responsibility of each veteran student receiving benefits to notify the Office of Admissions and Records immediately upon withdrawal from the University. This is done through use of the Notice of Withdrawal form. The form, including last date of attendance, should be completed and submitted promptly upon cessation of attendance.

Prompt Notification of Change in Units

When a course is added or dropped, the veteran student must complete and submit the Change of Program form immediately, including last date of attendance for dropped courses, so that any necessary adjustment in certification may be prepared and submitted by the Office of Veterans' Affairs.

Enrollment in Proper Courses for Graduate Level Students

Graduate level veteran students are reminded that full-time certification for eight units is based upon enrollment in eight units of graduate level (500) courses or undergraduate level courses which are part of the graduate program. Enrollment in eight units of courses other than courses in the graduate program does not constitute full-time enrollment status. The status of graduate level students enrolled in undergraduate courses not in the graduate program will be certified as less than full time.

AFRICANA STUDIES

College of Arts and Humanities

Division of World Cultural and Gender Studies

Department of Africana Studies

Bachelor of Arts

General Africana Studies Concentration

Historical and Political Development Concentration

Language and Literary Traditions Concentration

Socio-Psychological Behaviors Concentration

Minor

Faculty

Rudy Vanterpool, Acting Department Chair

Salim Faraji, Justin Gammage

Department Office: LCH C-316, (310) 243-3327

Emeritus Faculty

Munashe Furusa

Program Description

Undergraduate

The Department of Africana Studies in the College of Arts and Humanities offers a major and a minor in Africana Studies. Africana Studies is primarily a peoples and culture-based discipline which investigates Africana peoples' experiences. These experiences range from earliest human civilizations through the tragic era of enslavement, colonization, uprootment, to the forced migration and displacement of African peoples. The intellectual framework that sets Africana Studies apart from other disciplines is that it explores the subject area from the perspective of Africana peoples' interests, aspirations, possibilities, and envisioned destinies. The foundation of the discipline rests on an understanding and appreciation of African peoples' worldview and philosophy of life as the starting point for all Africana intellectual inquiry. The BA degree and minor program offered by the department emphasizes an examination of the theoretical and empirical characteristics of the African world experience from both a contemporary and historical perspective.

Graduate

The Department of Africana Studies participates in the University's M.A. in Interdisciplinary Studies (Special Major) program. Interested candidates should contact the Department of Africana Studies, (310) 243-3327.

Features

A Bachelor of Arts degree and minor in Africana Studies provide a solid factual and conceptual foundation of the history and the development of the African people and their societies. Students are encouraged to participate in practical learning by serving in internships or practicum in

Africana communities locally, nationally, and internationally. In addition, students are encouraged to work concurrently with other disciplines in the College of Arts and Humanities, College of Natural and Behavioral Sciences, College of Business Administration and Public Policy and the College of Professional Studies.

Academic Advisement

All majors and minor students in Africana Studies are to have a faculty advisor. Students may either select an advisor or have one assigned to them. It is important that students work closely with an advisor in planning their academic programs because some required courses are offered on a one or two-year rotational basis. Transfer students should see an advisor before registering for any classes to determine if a course is transferable.

Career Possibilities

Persons with an Africana Studies background are employed in a wide range of careers such as counseling, social work, international consultant, Foreign Service, public relations, educational administration, media, management, urban planning, librarianship, law, and law enforcement. The Department of Africana Studies provides undergraduate training for students interested in developing careers in teaching, academic research, international relations and community development. Often graduate work is required in certain job categories.

Preparation

High School students planning to major in Africana Studies at California State University, Dominguez Hills should have acquired written and oral communication as well as computational skills.

Opportunities to Study Abroad

The Department of Africana Studies provides students with the opportunity to study abroad, especially in Africa, the Caribbean, and South America. Please see the Department Chair for information.

Languages

There are no language requirements for Africana Studies degree programs. However, students are encouraged to study one or more of the African languages, and/or French, Spanish, and Portuguese.

Graduation With Honors

An undergraduate student may be a candidate for graduation with Honors in Africana Studies provided he or she meets the following criteria:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum grade point average of 3.5 in all courses used to satisfy the requirements in the major;
3. Four upper division courses, including AFS 490, taken in the Department of Africana Studies;
4. Recommendation by the faculty of the Department of Africana Studies.

Student Organization

The Department is the primary supporter of the Pan African Union and the Organization of Africana Studies. It is an organizational member of the National Council for Black Studies. The Department also supports other Africana Student Organizations on campus.

Bachelor of Arts in Africana Studies

Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

Major Requirements (45 units)

The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

Recommended Course:

AFS 212. Comparative Ethnic and Global Societies (3)

A. Lower Division Requirements (12 units)

1. Lower Division Required Courses (9 units):

AFS 200. Introduction to Africana Studies (3)

AFS 201. African World Civilizations (3)

AFS 241. History of African World People: 1450 to 1888 (3)

2. Select one course from the following (3 units):

AFS 220. African World Peoples and Societies (3)

AFS 231. Africana Literary Traditions (3)

AFS 242. History of African World People: 1888 to Present (3)

B. Theory and Research Methods (6 units):

AFS 305. Theories and Approaches in Africana Studies (3)

AFS 306. Africana Research Methods (3)

C. Capstone Requirement (3 units):

AFS 490. Seminar in Africana Studies (3)

D. Service Learning in Africana Studies (3 units):

AFS 496. Internship (3)

E. Electives (6 units)

(Note: These electives cannot double count for upper division GE's)

HUM 312. Key Movements: The Harlem Renaissance (3) or

HUM 312. Key Movements: The 60s' Second Black Renaissance (3)

SBS 318. Cultural Pluralism: African Diaspora in Caribbean and Latin America (3) or

SBS 318. Cultural Pluralism: African Diaspora in the United States (3)

F. Concentration Requirements (15 units)

The Department of Africana Studies offers three specialized concentrations and a general concentration area that allow students majoring in Africana studies to specialize in particular areas. All students must complete five courses in one concentration area with the approval of their advisor and chair of the Department of Africana Studies.

1. General Africana Studies Concentration

Coordinator: S. Faraji

This concentration allows students to design their own concentration area. However, a student selecting the general Africana Studies concentration must have his or her program approved by the advisor and chair of Africana Studies. Related seminar may be chosen from other disciplines with the approval of the advisor and chair of Africana Studies.

2. Historical and Political Development Concentration

Coordinator: S. Faraji

Faculty: Maurice K. Claybrook; S. Faraji

This concentration focuses on examining African peoples, societies, and nations from the perspective of their historical and political experiences from antiquity to the present. The concentration covers ancient civilizations, institutional formation, political thought, political and economic systems; leadership, ethnicity, race, color and gender relationships; and local, national, regional and international politics in Africana societies and nations. Related seminar may be chosen from other disciplines with the approval of the advisor and the chair of Africana Studies.

A. Select three courses from the following (9 units):

HIS 343. African American History from Africa through Reconstruction (3) or

HIS 360. Africa: Pre-Colonial Period (3)

HIS 344. African American History: Reconstruction to the Present (3) or

HIS 361. Africa: Colonialism to Independence (3)

SBS 318. Cultural Pluralism: African Diaspora in Caribbean and Latin America (3) or

SBS 318. Cultural Pluralism: African Diaspora in the United States (3)

B. Select two courses from the following (6 units):

AFS 423. Africana Leaders (3) or

POL 349. Government and Politics in Sub-Saharan Africa (3)

AFS 424. Africana Political Thought (3) or

PHI 371. African and African Diaspora Philosophies (3)

NOTE: AFS 395, AFS 494, AFS 495, AFS 497, AFS 498, AFS 499 and courses offered in other departments may be used to satisfy the concentration's requirements with approval of the advisor and chair.

3. Language and Literary Traditions Concentration

Coordinator: S. Faraji

Faculty: Maurice K. Claybrook; S. Faraji

This concentration focuses on examining various forms of Africana communication and modes of literary productions. It covers Africana oral and written traditions associated with key literary and historical movement.

A. Select three courses from the following (9 units):

AFS 330. Africana Literature and Culture (3)
HUM 312. Key Movements: Africana Arts, Religions & Culture (3) or
ENG 317. Sociolinguistics: Black English (3)
PHI 370. Philosophies of Africa and the African Diaspora (3) or
PHI 371. African World Religions (3)

B. Select two courses from the following (6 units):

AFS 301. Africana Music through the 19th Century (3) or
ENG 343. African American Poetry and Drama (3)
ENG 344. African American Prose (3) or
MUS 401. Afro- American Music (3)
AFS 499. Senior Project (3)

NOTE: AFS 395, AFS 494, AFS 495, AFS 497, AFS 498, AFS 499 and courses offered in other departments may be used to satisfy the concentration's requirements with approval of the advisor and chair.

4. Socio-Psychological Behavior Concentration

Coordinator: S. Faraji

Faculty: Maurice K. Claybrook; S. Faraji

This concentration examines the socio-psychological behaviors and organizational dynamics of Africana society and community life. The concentration focuses on the study of individual and collective identity, family relations, social organization and cultural practices as bases for intellectual exploration into the Africana social and cultural system. Related seminar may be chosen from other disciplines with the approval of the advisor and chair of Africana Studies.

A. Required courses (9 units):

AFS 423. Africana Leaders Seminar (3)
PSY 382. Psychological Development of the Black Child (3)
PSY 383. Psychology of the Black Experience (3)

B. Select two courses from the following (6 units):

PHI 371. African World Religions (3)
SOC 331. Minority Racial and Ethnic Relations (3) or
SOC 383. Black Communities: Class, Status and Power (3)
AFS 499. Senior Project (3)

NOTE: AFS 395, AFS 494, AFS 495, AFS 497, AFS 498, AFS 499 and courses offered in other departments may be used to satisfy the concentration's requirements with approval of the advisor and chair.

Minor in Africana Studies (12 units)

Recommended Course:

AFS 212 . Comparative Ethnic and Global Societies (3)

A. General Requirement (3 units):

AFS 200. Introduction to Africana Studies (3)

B. Core Requirements (6 units):

AFS 201. African World Civilizations (3)
AFS 220. African World Peoples and Societies (3) or
AFS 241. History of African World People: 1450 to 1888 (3)

C. Capstone Requirement (3 units):
AFS 490. Seminar in Africana Studies (3)

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

Lower Division

AFS 200 Introduction to Africana Studies (3).

Prerequisite: Completion of EPT Requirement.

An introduction to the discipline of Africana Studies. An overview of the philosophical underpinnings, evolution, theories and concepts, and practical applications of the disciplines; and the African-centered, holistic method of studying the African world.

AFS 201 African World Civilizations (3).

Students study African civilization from antiquity to the present. The course explores African civilizations' interaction with and contribution to world civilizations like Greek, Asian, European and American civilizations.

AFS 205 Introduction to Hip Hop (3).

Hip Hop, the music and lifestyle, is rooted in African American urban life in the middle of the 1970's on the streets of New York City. This course will critically explore the evolution of Hip Hop as a socio-cultural political movement.

AFS 212 Introduction to Comparative Ethnic and Global Societies (3).

Explores the lived experiences of the Ethnic/Global communities in the U.S. and their places of origin. The course will examine the socio-cultural dynamics in, Africana Asian-Pacific and Chicano/Latino communities.

AFS 220 African World Peoples and Societies (3).

This course provides students with an overview of the geographical, historical, and cultural foundations of African world peoples and societies.

AFS 231 Africana Literary Traditions (3).

The course examines literary traditions developed by people of African descent who reside in Africa as well as throughout the world.

AFS 241 History of African World People: 1450-1888 (3).

Examination of the history of African people throughout the world from 1450-1888. Identifies African migration, national culture, and political divisions. Examines the dynamics of the Transatlantic Slave Trade, and surveys the territorial dispersal of African people around the globe, their links and metamorphoses.

AFS 242 History of African World People: 1888-Present (3).

An examination of the history of African world peoples from 1888 with the end of slavery in Brazil to the present. The dynamics of apartheid and colonialism, nationalism, civil rights and liberation movements are central themes.

AFS 295 Special Topics in Africana Studies (3).

An examination of a specific topic and/or subject area of Africana Studies. Repeatable for credit. Topic will be announced in Schedule of Classes.

Upper Division

AFS 301 Africana Music Through the 19th Century (3).

Prerequisite: AFS 200 and AFS 220.

Africana music course designed to introduce the music and musicians of Africa and the African Diaspora culture, establishing the African foundation of the musical practices and exploring early developments in the Diaspora with special focus upon developments in all parts of the Americas from 1619 to 1888.

AFS 305 Theories and Approaches in Africana Studies (3).

Prerequisite: AFS 200.

An introduction to the theories and approaches utilized by Africana Studies scholars. Focus is on the intellectual approaches to the study of African peoples from the perspective of Africana cultural imperative.

AFS 306 Research Methods in Africana Studies (3).

Prerequisite: AFS 200.

Introduces students to intellectual debates in research methods in Africana Studies. It focuses on the applicability and relevance of different methods of acquiring, interpreting and presenting Africana knowledge systems.

AFS 330 Africana Literature and Culture (3).

Prerequisite: AFS 231.

Survey course that introduces students to both Africana literature and culture. Provides students with an opportunity to study and appreciate major Africana political, cultural and historical issues and experiences through the lenses of Africana literature.

AFS 395 Special Topics in Africana Studies (3).

Prerequisites: Completion of EPT Requirement and consent of instructor.

Intensive study of a single period, figure, movement, or idea in African world history/culture. Course repeatable for credit. Topics will be announced in Schedule of Classes.

AFS 396 Practicum in Africana Studies (3).

Prerequisites: Consent of instructor.

Supervised work experience in an African or African diaspora community with emphasis upon social and economic development in a local, national and/or international setting. Supervision emphasizes training and application of practical and technical skills. Students will be placed in settings suitable to their academic specialization. CR/NC grading. Repeatable courses. One hour of tutorial per week is required with instructor.

AFS 423 Africana Leaders Seminar (3).

Prerequisite: AFS 200 is recommended.

An examination of the life and times of important Africana leaders and their legacies to the African world. Emphasis will be on the major competing trends in the interpretations of the leaders' legacies and the interests that shape these trends. Three hours of seminar per week.

AFS 424 Africana Political Thought (3).

Prerequisite: AFS 220 is recommended.

Examines political opinions and ideas of Africana thinkers and leaders. Interrogates Africana political leaders and thinkers' understanding and interpretation of the political dynamics in the African world.

AFS 490 Seminar in Africana Studies (3).

Prerequisites: Completion of GWAR and consent of instructor.

An integrative seminar serving as a capstone to the major in Africana Studies.

A research report will be required. Additionally, other creative projects may be assigned in areas such as art, music composition and performance. Three hours of seminar per week.

AFS 494 Independent Study (1-3).

Prerequisites: Consent of the instructor; completion of EPT requirement.

Independent study of particular topics in Africana Studies under the direction of a member of the Africana Studies faculty. Repeatable course.

AFS 495 Seminar on Special Topics in Africana Studies (3).

Prerequisite: Consent of instructor.

Intensive study of an issue, concept or theme in Africana Studies. May be taken for credit only once for the major. Repeatable course.

AFS 496 Internship (3).

Prerequisite: Consent of instructor.

Under the direction of the internship faculty associate, students work in an African diasporacommunity applying skills and knowledge learned in the classroom, as well as the workplace. Repeatable course.

AFS 497 Directed Reading (1-3).

Prerequisite: Consent of instructor.

Directed readings on a particular Africana Studies topic or subject area under the direction of a member of the Africana Studies faculty. Repeatable course.

AFS 498 Directed Research (1-3).

Prerequisite: Consent of instructor.

Introduces students to intellectual debates on research methods in Africana Studies. Focuses on selected articles that discuss different methods of acquiring, interpreting and presenting Africana knowledge. Repeatable course.

AFS 499 Senior Project (3).

Prerequisites: ENG 111, AFS 201 and AFS 220 or consent of Department Chair.

In consultation with an Africana Studies faculty, student undertakes a major project such as the following: original research and thesis on a given African world historical or theoretical topic; a creative project such as an original musical composition, art work or performance with supporting scholarly program notes.

Graduate

Graduate standing or consent of the department chair is prerequisite to enrollment in graduate (500 level) courses.

AFS 594 Independent Study (1-4).

Prerequisites: Consent of Department Chair.

Independent investigation of a research problem or directed readings in a selected area of Africana Studies.

AFS 595 Special Topics (3).

Prerequisite: AFS 201 is recommended.

An intensive study of a concept, movement, school of thought, or individual within the discipline of Africana Studies. Intended for students with senior or graduate standing. Specific topic listed in Class Schedule. Repeatable course. Three hours of seminar per week.

ANTHROPOLOGY

College of Natural and Behavioral Sciences

Department of Anthropology

Bachelor of Arts

General Anthropology Concentration

Archaeology Concentration

Minor

Certificate

Cultural Resource Management

Faculty

Jerry Moore, Department Chair

Jan Gasco, Susan Needham

Department Office: SBS G-322, (310) 243-3443

Emeriti Faculty

Kenneth L. Kuykendall, Sandra L. Orellana

Program Description

The Department of Anthropology offers undergraduate students course work in the five anthropological subdisciplines: ethnology, archaeology, biological anthropology, applied anthropology, and anthropological linguistics. In addition, courses focus on contemporary disciplinary research, area studies, and societal applications of anthropological knowledge.

By majoring or minoring in Anthropology, a student gains a better understanding of people's behavior within cultural settings. Anthropology studies the varied nature of human experience in American society and in the cultures of the world. Through this study of people, their lifestyles and how they adapt to cultural change, both present and past, a student is better prepared to comprehend human behavior. What distinguishes anthropology from other disciplines concerned with people is its holistic perspective or encompassing view and its central concern with the concept of culture.

The Department of Anthropology, in the College of Natural and Behavioral Sciences, offers a major and minor in the discipline. Majors may choose between the General Anthropology concentration, or the Archaeology concentration. With additional applied work in Cultural Resource Management, the student will be awarded a certificate.

Comparative and evolutionary, scientific and humanistic, Anthropology provides a unique opportunity for broadening and integrating one's view of human existence. Goals of the major concentration in General Anthropology include an understanding of cultural heritage along with a general overview of the significance of cultural change, whether that change be ongoing, from the past, or anticipated in the future. Acquainting students with the cross-cultural perspective and cultural pluralism also are major goals of the General Anthropology concentration.

The major concentration in Archaeology is designed to provide the undergraduate student with a strong background in general anthropology, archaeology and cultural preservation. It stresses anthropological theory, archaeological methodology, field research, data collection, area studies and applications of the field to cultural resource management. In the face of rapid population expansion and increased development, public concern has grown to protect the quickly diminishing cultural resources related to our ancestral and traditional heritage. In addition to the concentration, the department offers a certificate in Cultural Resource Management to those students who complete the program and demonstrate competence in applied aspects of the field.

The Minor in Anthropology complements a major in other disciplines and professional programs such as biology, health sciences, art, communications, history, philosophy and the other behavioral sciences. Students have the opportunity to develop a focused minor in consultation with an advisor in specialized areas such as medical anthropology, New World cultures, physical anthropology, cognitive anthropology, etc.

Features

A current description of research projects and other activities is available at www.csudh.edu. The Robert J. Franklin Anthropology Laboratory is equipped for the student study of archaeological collections. Several comparative collections have been developed for analysis of artifactual materials from Southern California archaeological sites. A variety of computers and technical equipment is available that can be used to measure, analyze and compile data applicable to archaeological research. In addition, the laboratory possesses anthropometric and photographic equipment, and specimens for the study of comparative primate anatomy.

Students are provided the directed opportunity to experience archaeological, biological, applied, and ethnographic fieldwork in the context of course work and extracurricular research activities. Learning and research opportunities often are arranged in local communities as part of on-going faculty research. Internships with local museums, research organizations and in corporate settings are often arranged through the CSUDH center for Service Learning, Internships, and Civic Engagement.

Field studies in archaeology are often offered in the spring semester, making use of sites at the Rancho Dominguez, Baja California, and other localities in the vicinity of the university. Students are instructed in field and laboratory research procedures.

The Archaeology Concentration and Cultural Resource Management Certificate Program is the only undergraduate program of its kind in the Los Angeles Basin.

Academic Advisement

Students will be assigned a faculty advisor whose experience and expertise most closely reflects their own interests and career plans. An advisor will provide educational and professional guidance during the undergraduate curriculum. Advisors are familiar with disciplinary opportunities and current directions and can assist with career planning. In addition, the academic advisor can recommend or refer students to other campus services such as skills assessment, development and enhancement. Advisors will assist in verifying that each student completes university and departmental requirements.

Preparation

Students will find classes in the following areas useful to the appreciation of anthropological course work: history, ancient civilizations, art history, biology, geography, earth science, foreign languages and social studies.

Transfer students with previous course work in anthropology should consult with an advisor to determine which courses are transferable for lower and upper division units towards completion of the major or minor.

Career Possibilities

The Department of Anthropology provides undergraduate training for students interested in developing careers in academic, research and applied aspects of the discipline. Often postgraduate work is useful or required in certain job categories. However, persons with anthropological background are employed in a wide range of service areas: education, government, environmental and socioeconomic consulting, medical research, planning, social services, personnel, marketing/advertising, international business, law, tourism and a variety of occupations for which knowledge and appreciation of cultural diversity is important. Students should discuss career objectives with an academic advisor in order to develop an appropriate curriculum and research interests.

Graduation with Honors

Undergraduate students may be candidates for graduation with Honors in Anthropology if they meet the following criteria:

1. A minimum of 36 units in residence at CSU Dominguez Hills.
2. A minimum grade point average of 3.5 in all courses used to satisfy the upper division requirements for the Anthropology major.
3. Recommendation by the faculty of the Department of Anthropology.

Bachelor of Arts in Anthropology

Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

Course of Study/Minor Requirements

Students completing this major will need to a) complete an individualized course of study that consists of a minimum of 12 units of upper division courses approved by a faculty advisor in the Department of Anthropology or b) complete a minor in another field.

Major Requirements (39 units)

Students must select one of the concentrations listed. The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

All courses applied to the B.A. in Anthropology must be passed with a grade of "C" or better.

General Anthropology Concentration (45 units)

A. Lower Division Required Courses (9 units):

ANT 100. Introduction to Cultural Anthropology (3)

ANT 101. Introduction to Biological Anthropology (3)

ANT 102. Ancient Civilizations (3)

B. Upper Division Required Courses (18 units):

ANT 312. Language and Culture (3)

ANT 354. Biological Anthropology (3)

ANT 375. Ethnographic Methods and Techniques (3)

ANT 388. Anthropological Theories of Behavior (3)

ANT 390. Applied Anthropology (3)

ANT 490. Proseminar in Anthropology (3)

C. Select one course from each of the following groups and an additional course from one of the groups (18 units):

1. Ethnography (6 units):

ANT 330. North American Indians (3)

ANT 337. Comparative Cultures: Ethnography and Film (3)

ANT 338. Comparative Cultures: Mainland Southeast Asia (3)

ANT 339. Comparative Cultures: Mexico and Central America (3)

ANT 342. Comparative Cultures: South America (3)

ANT 495. Selected Topics in Anthropology (3)

2. Ethnology (3-6 units):

ANT 310. Culture and Personality: Psychological Anthropology (3)

ANT 315. Magic and Religion (3)

ANT 336. Comparative Cultures: Culture, Environment, and Globalization (3)

ANT 341. Folklore (3)

ANT 360. Visual Anthropology (3)

ANT 389. Transmission of Culture (3)

ANT 495. Selected Topics in Anthropology (3)

3. Archaeology: (3-6 units).

ANT 313. Methods and Techniques of Archaeology (3)

ANT 333. Ancient Peoples of Mexico and Guatemala (3)

ANT 350. Prehistory of Africa and Eurasia (3)

ANT 351. Prehistory of the Americas (3)

ANT 495. Selected Topics in Anthropology (3)

4. Biological: (3-6 units).

- ANT 352. Human Osteology (3)
- ANT 353. Forensic Anthropology (3)
- ANT 355. Human Variation (3)
- ANT 456. Quantitative Methods (3)
- ANT 495. Selected Topics in Anthropology (3)

5. Applied: (3-6 units).

- ANT 345. Medical Anthropology (3)
- ANT 374. Anthropology of Work (3)
- ANT 455. People, Culture, and the Environment (3)
- ANT 495. Selected Topics in Anthropology (3)

Archaeology Concentration (45 units)

A. Lower Division Required Courses (9 units):

- ANT 100. Introduction to Cultural Anthropology (3)
- ANT 101. Introduction to Biological Anthropology (3)
- ANT 102. Ancient Civilizations (3)

B. Upper Division Required Courses (18 units):

- ANT 312. Language and Culture (3)
- ANT 313. Methods and Techniques of Archaeology (3)
- ANT 354. Biological Anthropology (3)**
- ANT 388. Anthropological Theories of Behavior (3)
- ANT 390. Applied Anthropology (3)
- ANT 490. Proseminar in Anthropology (3)

C. Select two courses from the following (6 units):

- ANT 333. Ancient Peoples of Mexico and Guatemala (3)**
- ANT 350. Prehistory of Africa and Eurasia (3)**
- ANT 351. Prehistory of the Americas (3)**
- ANT 495. Selected Topics in Anthropology (3)**

D. Select one course from **each** of the following groups (12 units):

1. Ethnography (3 units):

- ANT 330. North American Indians (3)
- ANT 337. Comparative Cultures: Ethnography and Film (3)
- ANT 338. Comparative Cultures: Mainland Southeast Asia (3)
- ANT 339. Comparative Cultures: Mexico and Central America (3)
- ANT 342. Comparative Cultures: South America (3)
- ANT 375. Ethnographic Methods and Techniques (3)**
- ANT 495. Selected Topics in Anthropology (3)**

2. Ethnology (3 units):

- ANT 310. Culture and Personality: Psychological Anthropology (3)
- ANT 315. Magic and Religion (3)
- ANT 336. Comparative Cultures: Culture, Environment, and Globalization (3)
- ANT 341. Folklore (3)

ANT 360. Visual Anthropology (3)

ANT 495. Selected Topics in Anthropology (3)

3. Biological: (3-6 units).

ANT 352. Human Osteology (3)

ANT 353. Forensic Anthropology (3)

ANT 355. Human Variation (3)

ANT 456. Quantitative Methods (3)

ANT 495. Selected Topics in Anthropology (3)

4. Applied: (3-6 units).

ANT 345. Medical Anthropology (3)

ANT 374. Anthropology of Work (3)

ANT 455. People, Culture, and the Environment (3)

ANT 495. Selected Topics in Anthropology (3)

Minor in Anthropology (15 units)

The minor consists of five courses in anthropology. In consultation with an advisor, a specialized minor focusing on a specific aspect of anthropology can be developed in an area such as: Medical Anthropology, Human Evolution, Applied Anthropology, Educational Anthropology.

A. Lower Division Requirements: Select two courses from the following (6 units)

ANT 100. Introduction to Cultural Anthropology (3)

ANT 101. Introduction to Biological Anthropology (3)

ANT 102. Ancient Civilizations (3)

B. Upper Division Requirements: Select three upper division Anthropology courses (9 units).

Certificate in Cultural Resource Management

In addition to the course work listed for the major concentration in Archaeology, the awarding of the certificate is based on demonstrated applied experience in the professional aspects of Cultural Resource Management. Students must demonstrate competence in at least two of the following areas:

1. Intensive archaeological or ethnographic field experience relating to Cultural Resource Management; this experience must extend beyond an introductory field course.
2. Laboratory analysis in which the student demonstrates knowledge of methods and techniques in handling, processing, and interpreting either archaeological or ethnographic findings.
3. Report preparation experience in which the archaeological or anthropological aspects of Cultural Resource Management are stressed.

The applied experiences required for the Certificate in Cultural Resource Management can be obtained through independent study, enrollment in a special topics course, volunteer training, internships or actual professional experience of reasonable duration gained through employment in cultural resource management programs or projects. Arrangements for such experiences and individual competencies need to be made in advance under the guidance of the program

coordinator and the department chair. Consultation should take place as soon as possible after the student selects this certificate program and also periodically while participating in the program.

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

Lower Division

ANT 100 Introduction to Cultural Anthropology (3).

Examination of the anthropological approach to the study of human behavior. The concept of culture, cultural institutions and processes, evolution of cultural systems, application of the concept of culture to current social problems.

ANT 101 Introduction to Biological Anthropology (3).

Examination of human biology. Introduces scientific approaches to genetics and evolution, primate evolution and behavior, evidence from fossil record for human evolution, and biological variation among modern humans, human growth and disease patterns, and human demography.

ANT 102 Ancient Civilizations (3).

Examination of origins and development of world civilizations. Using evidence from the archaeological record, the written record, the arts, literature, and the sciences, human cultural achievements are examined from the earliest beginnings to the sixteenth century.

Upper Division

ANT 310 Culture and Personality: Psychological Anthropology (3).

Examination of the human personality within cultural contexts. Topics include personality formation and child-rearing; stress and mental/physical health problems which occur with cultural change; aging, roles and communication among local and worldwide ethnic groups.

ANT 312 Language and Culture (3).

Analysis of language as an aspect of culture. Relationship between language and culture patterns, dynamics of language and cultural change; the problem of meaning.

ANT 313 Methods and Techniques of Archaeology (3).

Prerequisite: Consent of instructor.

Basic procedures and techniques used by archaeologists to excavate, analyze and interpret prehistoric remains. Field and/or laboratory activities. Variable topics will include field procedures, laboratory procedures or archaeological method and theories. Six hours of activity per week.

ANT 315 Magic and Religion (3).

A comparative analysis of magico-religious systems in their cultural setting and the role of the supernatural in human societies.

ANT 330 North American Indians (3).

Comparative study of cultural patterns of selected past and present native peoples of the United States and Canada.

ANT 333 Ancient Peoples of Mexico and Guatemala (3).

The history and archaeology of cultures of Central Mexico and Guatemala. Alternating topics include the rise of the Olmecs to the establishment of Teotihuacan and Tenochtitlan and the rise of Izapa to the development of classic and Postclassic Maya Civilization. Repeatable course with alternate topics.

ANT 334 Cultural Pluralism: Mesoamerica Past and Present (3)

Explores historical and contemporary trend among the diverse cultures of Mexico and Central America from Pre-Columbian era to today. Focus on indigenous peoples and relationships between indigenous and non-indigenous peoples.

ANT 336 Comparative Cultures: Culture, Environment, and Globalization (3).

Ethnographic and comparative approach to the study of the diverse cultures of the world. Examines substance patterns and sociopolitical organization of a variety of cultures in the past and present.

ANT 337 Comparative Cultures: Ethnography and Film (3).

Exploration of crosscultural differences as documented in visual images and texts dealing with three traditional societies, the Yanomami, the Dobe, and the Dugum. Analysis of subsistence and economy, social cohesion and social conflict, world view, and representations of other societies in a world characterized by dramatic cultural changes.

ANT 338 Comparative Cultures: Mainland Southeast Asia (3).

Anthropology of Mainland Southeast Asia (Cambodia, Laos, Myanmar [Burma], Thailand, Vietnam) from ancient to modern times. Analysis of how natural and social environments (geography, climate, migration, trade, religion, arts, and state craft) contribute to the region's cultural diversity, commonalities, and change through time.

ANT 339 Comparative Cultures: Mexico and Central America (3).

Anthropology of Mesoamerica's indigenous cultures. Examines cultural patterns developed in prehispanic and colonial periods, and analyzes how historical factors, environmental conditions, and political and economic environments have influenced contemporary situations for Indian peoples of the region.

ANT 340 Comparative Cultures: Peoples of Ancient Egypt (3).

Anthropology of ancient Egyptian civilization from its earliest beginnings to the end of the New Kingdom. Ancient monuments, wall paintings, statues, tombs and hieroglyphic writing are examined to gain insight into Egyptian culture and to illuminate the interaction between Egyptians and foreign peoples.

ANT 341 Folklore (3).

Theory and method in the study and collection of folktales, myths, legends, proverbs, riddles, and other forms of verbal tradition.

ANT 342 Comparative Cultures: South America (3).

Anthropology of cultural differences expressed by indigenous cultures of South America. Critical analysis of such topics as environment and adaptation, kinship and social structure, social cohesion and social conflict, symbolism and ritual, and representations of other societies in a world characterized by dramatic cultural changes.

ANT 344 Aging in Cross-Cultural Perspective (3).

Survey and analysis of cultural influences on the physical and social processes of aging. Examination and comparison of societal roles available to and assumed by older men and women of various cultures.

ANT 346 Anthropology of Work (3).

Examination of the significance of work in contemporary societies. Cross-cultural comparisons of workers' life styles. Impact of changing cultural conditions on work patterns.

ANT 350 Prehistory of Africa and Eurasia (3).

Examination of the archaeological record of the Old World (Europe, Africa, Asia). Emphasis on the study and critical analysis of

excavated materials, processes of culture change, and reconstructions of social patterns. Variable topics will include the prehistory of different culture areas and chronological periods. Repeatable course.

ANT 351 Prehistory of the Americas (3).

Examination of the archaeological record of the New World (North America, Mesoamerica, and Andean area). Emphasis on critical analysis of excavated materials, processes of culture change, and reconstructions of social patterns. Variable topics will include the prehistory of different culture areas and chronological periods. Repeatable course.

ANT 352 Human Osteology (3)

Prerequisite: ANT 101.

The course is a complete introduction to human osteology, bone biology and growth, and paleopathology. Students will learn differences between human and non-human remains, determine left and right sides of bones, and identifying important skeletal landmarks.

ANT 353 Forensic Anthropology (3)

Prerequisite: ANT 101. ANT 352 is recommended.

This course examines the techniques used to create a biological profile from human skeletal remains. Students will learn the medicolegal implications of using forensic anthropology techniques to solve forensic cases involving human skeletal remains.

ANT 354 Biological Anthropology (3)

Prerequisite: ANT 101.

This course is an in depth analysis of the topics and theories in biological anthropology, and is meant to be a continuation of ANT 101.

ANT 355 Human Variation (3)

Prerequisite: ANT 101.

This course surveys the biological variation within and between human populations, including the basic principles of genetics, evolutionary theory, and the intersection of culture and genetics. Students will use anthropological and biological theories to understand differences between human populations.

ANT 360 Visual Anthropology (3)

Survey of anthropological approaches to the study of visual/symbolic communication, the use of images for the description and analysis of hum behavior, and modes of producing visual ethnographic texts.

ANT 371 Historical and Cultural Perspectives in Disability Studies (3)

Theoretical and historical perspectives on issues pertaining to disability studies/research. The course explores cultural concepts of “normalcy” and “disability” and reviews ethnographic contexts of disability in a variety of communities in the United States and the world.

ANT 375 Ethnographic Methods and Techniques (3).

Prerequisites: ANT 100 and consent of instructor.

Basic methods in the ethnographic study of contemporary communities. Students conduct supervised field work using audiovisual recording and computer techniques to collect and analyze data. Two hours of lecture and two hours of activity (including computer lab) per week.

ANT 388 Anthropological Theories of Behavior (3).

Prerequisite: One course in Anthropology.

Historical survey and critical analysis of major schools of anthropological thought employed in explaining sociocultural behavior and phenomena. An integrative examination of current developments, issues and applications of the field of anthropology.

ANT 389 Transmission of Culture (3).

Examination of the concept of culture; emphasis on exploration of cross-cultural commonalities and differences in societal responses. Analysis of dynamics of cultural change with reference to ethnic and immigrant groups and institutions in America today. Topics include roles, institutions, educational processes, family interaction and structure of social systems.

ANT 390 Applied Anthropology (3).

Prerequisite: ANT 100.

Course examines the application of anthropology to the solution of contemporary social problems. The course examines the methods of applied anthropology, the relationship between applied research and theory, and ethical issues in the practice of anthropology.

ANT 410 Environmental Policy and Planning (3).

Examination of natural resource policy on local, national, and international levels, across multiple and diverse ecosystems. Emphasis on contemporary management and conservation strategies in the context of social, scientific, environmental, and legal-institutional factors.

ANT 455 People, Culture, and the Environment (3).

Course exposes students to cross-cultural approaches to environmental problems and develops environmental problem solving skills based on the holistic approach of anthropology. Students will examine the political and economic aspects of relationships between society and nature in reference to current environmental and human rights issues.

ANT 456 Quantitative Methods for Anthropology (3)

Recommended Prerequisite: MAT 131.

This course provides an overview of the basic principles and techniques for developing a quantitative research design, collecting, and analyzing data, and presenting results. By the end of the course, all students should be proficient in basic statistical analysis in anthropological research.

ANT 490 Proseminar in Anthropology (3).

Prerequisite: ANT 100, ANT 101, and ANT 102.

Explores careers in Anthropology, examines distinctions between academic and applied Anthropology, reviews career options within sub-fields of Anthropology, examines professional activities of Anthropologists, explains research design.

ANT 494 Independent Study (2, 3).

Prerequisite: Consent of instructor.

Independent study of a particular problem under the direction of a member of the anthropology department. Repeatable course.

ANT 495 Selected Topics in Anthropology (3).

Prerequisite: Consent of instructor.

An intensive study of an issue, concept or theory in anthropology that is of special interest to both the faculty member and the students. Repeatable course. Three hours of lecture per week.

Graduate

ANT 510 Environmental Policy and Planning (3).

Examination of natural resource policy on local, national, and international levels, across multiple and diverse ecosystems. Emphasis on contemporary management and conservation strategies in the context of social, scientific, environmental, and legal-institutional factors.

ANT 555 People, Culture, and the Environment (3).

The course examines the political and economic aspects of relationships between society and nature, especially with reference to current environmental and human rights issues.

Infrequently Offered Courses

The following courses are scheduled on a "demand" basis. Students should consult the department office for information about the next schedule offering.

ANT 115 Introduction to Archaeology and Physical Anthropology (3).

Introduction to archaeological methodology and human biology. Review of fossil evidence for the biological evolution of humans and archaeological evidence for the major stages in cultural development.

ANT 335 Comparative Cultures (3).

The world's cultural and social diversity from a sociocultural anthropological perspective. Variable topics include regional surveys (North America, South America, Africa, Eurasia) and/or selected themes in the study of culture. Repeatable course with alternate topics.

ANT 345 Medical Anthropology (3).

Cross-cultural survey of critical problems common to anthropology and health-related fields; cultural ecology of health and pathology, folk medical practices; medical beliefs in relation to other aspects of culture; public health and medical education problems as affected by ethnic culture; effects of acculturation upon mental and physical health.

ANT 348 Society and Automated Technologies (3).

Examination of the ramifications of the installation of automated systems on social and economic conditions of contemporary and future societies. Analyses of culture change issues and the interrelationships between automated technologies and lifestyles.

ANT 349 Anthropology of the Future (3).

Examination of newly emerging questions and ideas about the cultural future of humankind. Topics of discussion include the relevance of anthropology to building a Solar System culture, the possibility of extraterrestrial contact, and alternative cultural futures.

ANT 370 Peoples of the Old World (3).

A survey of one or more cultural regions of the old World. Specific topics and areas may vary; for example: Europe, Sub-Saharan Africa, Middle East, India, Asia, Southeast Asia, Pacific. Repeatable course.

APPLIED STUDIES

College of Business Administration and Public Policy

Bachelor of Science

Faculty

L. Mark Carrier, Nancy Cheever, Thomas Norman

Program Coordinator

Betty Vu, Assistant Dean

Program Office: SBS A-326A, (310) 243-3646

Program Advisors

(vacant) APS Pre-Admission Advisor

George Abraham, Applied Studies Advisor

Ineki Fike, Applied Studies Advisor

To schedule an advising appointment go to the following URL link:

<http://www4.csudh.edu/cbapp/students/academic-advising/undergraduate/index> for telephone or in person appointments. For registration requests and obtain permission numbers, email apsonlinepn@csudh.edu.

Program Description

The Bachelor of Science in Applied Studies is a specially designed online degree program that meets the needs of diverse students who have significant work experience and/or have made progress toward or achieved associate degrees that they may readily transfer to pursue upper division coursework. This program emphasizes workplace applications of academic subjects enabling students to obtain a Bachelor of Science degree with advanced coursework preparing them for management and/or leadership roles in their professions.

Academic Advisement

This program is dependent upon close and careful advising. The development and maintenance of close advising relationships between students and the Program Office is the key factor in assuring that the Applied Studies program meets the needs of the students that it was designed to serve. Students should contact the Program Office for a pre-application advising appointment.

Preparation

Students are recommended to have significant lower division courses and/or general education courses completed (minimum 56 semester or equivalent units) prior to admission to the Applied Studies major. An applicant who does not already possess an Associate Degree will be counseled to meet the minimum number of units for transfer. The University works closely with community colleges throughout the region to ensure that potential Applied Studies majors are appropriately counseled to facilitate their transition to upper division status. Work experience, while highly desirable, is not specifically required for admission to the Applied Studies degree program.

Graduation with Honors

An undergraduate student may be a candidate for graduation with Honors in Applied Studies provided he or she meets the following criteria:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum grade point average of at least 3.5 in all courses used to satisfy the upper division requirements in the major;
3. Recommendation by the faculty in the department or program in which the honors are to be awarded.

Bachelor of Science in Applied Studies

Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

Minor Requirements

Students completing this major will need to complete a minor in another field.

The Bachelor of Science in Applied Studies will consist of a minimum of 120 Semester units, based on the assumption that the majority of applicants will have completed a 60 unit Associate of Science (or equivalent) degree. The major will consist of 33 semester units in liberal arts and applied component (B.,C., and D. below). All courses require a "C" or better grade to complete the major. The structure of the program is:

- A. Associate of Science degree from an accredited community college, or the equivalent.
- B. Upper Division Liberal Arts component (9 units)
- C. Transition to Applied Studies (3 units)
- D. Applied component (18 units)
- E. Seminar in Occupational Leadership (3 units)
- F. After completing the requirements for a minor, to reach a total of 120 units, additional elective units to be taken of which at least 3 units are upper division.

Each element of the program's structure is discussed briefly below.

A. Associate of Science or Equivalent Degree

Most potential students will come with an associate degree or the equivalent completed.

Up to 18 units of lower division technical course work may be integrated as a part of the degree program. Depending on their lower division majors and the requirements for associates' degrees from different community colleges, some students may also be required to pursue additional lower division course work beyond 60 units. Thus, an applicant will need to have completed a minimum of 38 units of regularly transferable course work at the lower division level.

B. Liberal Arts Component (9 units)

Select three courses from the following*:

ANT 335. Comparative Cultures (3)

ENG 352. Writing and Speaking Skills for Management (3)

HIS 301. Individual, Family, and Community in Historic Perspective (3)

HIS 348. Labor in American Society (3)

THE 320. Speech Skills and Techniques (3)

C. Transition to Applied Studies (3 units):

APS 300. Ethos of Liberal Arts in the Role of Work (3)

D. Applied Component (18 units):

Choose six of the following courses*.

LBR 411. Contracts and Negotiations (3)

LBR 412. Labor Law (3)

MGT 310. Management Theory (3)

MGT 312. Organizational Behavior (3)

MGT 313. Human Resource Management (3)

MKT 350. Principles of Marketing (3)

PUB 302. Administration of Financial Resources (3)

PUB 303. Public Personnel Administration (3)

PSY 372. Industrial and Organizational Psychology (3)

SOC 315. Sociology of Work (3)

E. Capstone Seminar (3 units):

APS 490. Seminar in Occupational Leadership (3)

F. Electives

After completing the requirements for a minor, to reach a total of 120 units, additional elective units to be taken of which at least 3 units are upper division.

*In case of course unavailability or time conflicts, consult the advisor for substitution approval.

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

Upper Division

APS 300 Ethos of the Liberal Arts and the Role of Work (3).

Examines the relationship between liberal arts and sciences education and the competencies required to function effectively in social and occupational settings. Readings and assignments

emphasize integration and application of skills, knowledge, perspectives, and values acquired through liberal arts and sciences.

APS 490 Seminar in Occupational Leadership (3).

Prerequisites: APS 300, satisfaction of GVAR and Senior Standing.

Required of all applied studies majors. Interdisciplinary analysis of leadership in selected occupational areas. Creation and presentation of student portfolios demonstrating occupational accomplishment. Three hours of seminar per week.

APS 494 Independent Study in Applied Studies (1-3).

Prerequisites: Consent of the program director

Independent research or in-depth study of a topic relevant to the program under the direction of a full-time faculty member of the Applied Studies Program. Students may incorporate prior learning as part of completion of this course. CR/NC grading. Repeatable course

APS 495 Special Topics in Applied Studies (3).

Advanced seminar on a topic of current interest to the discipline of Applied Studies. CR/NC grading. Repeatable course

APS 496 Internship in Applied Studies (1-3).

Under the direction of the program director, students work in organizations applying skills and knowledge learned in the classroom. CR/NC grading. Repeatable course.

ART

College of Arts and Humanities

Division of Performing, Visual and Digital Media Arts

Department of Art and Design

Bachelor of Arts

Art History Option

Design Option

Studio Art Option

Minors

Art History

Crafts

Design

Digital Graphics

Photography

Studio Art

Certificates

Design

Digital Graphics

Introductory Art Subject Matter Authorization

Faculty

Michele Bury, Department Chair

Kirstin Ellsworth, Gilah Yelin Hirsch, Jim Keville, Devon Tsuno, Ellie Zenhari

Kathleen Zimmerer-McKelvie, Art Gallery Director

Department Office: LCH A-111, (310) 243-3310

Please visit the Art & Design Department Website: <http://cah.csudh.edu/art/>

Emeriti Faculty

Bernard Baker, John Goders, Arthur L. Harshman, Louise Ivers, Noreen Larinde, Norman

Neuerburg, Ernest Rosenthal, Sidney Glen White

Program Description and Features

The Department of Art and Design programs at California State University, Dominguez Hills are characterized by a unique and close correlation among the Art History, Studio Art and Design Options, and by a strong coordination among the different studio areas. These Options introduce students to potential careers in the art world as well as providing personal fulfillment through creative and scholarly endeavors. Although a minor is not required, those who foresee a career in art are encouraged to complete a minor in the Department of Art and Design. Some courses are offered in the evening to allow flexible schedules.

The Art History option offers a diverse range of courses with emphasis on the cultures of the Americas, Asia, and Africa, as well as the achievements of contemporary and women artists. The

Studio Art Option offers students a solid background in both traditional and contemporary media in closely supervised small classes. The Design Option introduces students to careers in the graphic design field. The department also offers a Certificate in Digital Graphics, a program which introduces students to applying technology to the solution of artistic problems. In addition to the major and minor options, the Department of Art and Design offers courses for both General Education and Liberal Studies.

The Department of Art and Design is located in a university, centrally located allowing access to major art institutions and galleries throughout Southern California. The students graduating from the Art and Design department at CSU Dominguez Hills receive a high quality education because of the small class sizes, accessibility of instructors and personal advisement throughout their years on the campus.

The Objectives of the Department of Art and Design are:

1. To offer courses for both art majors and non-majors that acquaint them with the art of world cultures and provide them with artistic experiences;
2. To improve students artistic skills and comprehension of the creative process;
3. To introduce students to career oriented skills for use in the various fields of art;
4. To prepare future teachers to present courses in the California Public Schools;
5. To provide artistic experiences for both the university and local community through the activities in the Art Gallery.

The Fine Arts facility is located in LaCorte Hall. All of the traditional visual arts areas have generously sized studios and the majority of these adjoin exterior patios, which further extend their usable space and take advantage of Southern California's mild climate. The studios are furnished with a wide range of equipment for various media.

The University Art Gallery contains over 2,000 square feet of exhibition space. The Gallery has frequent exhibitions, including guest lectures by exhibiting artists, and provides for two Senior Art Exhibitions for graphic design and studio art respectively, each spring semester.

Students have additional access to studios outside of class time.

Academic Advisement

Advising for Art & Design majors and minors is done by art and design faculty members as well as the College of Arts and Humanities advisor. Students must stop by the Department of Art and Design to be assigned to an advisor. The advisor will facilitate the student's smooth passage through his/her educational experience. Students must consult their advisors each semester before registration to discuss their program. For General Education information and advisement, contact the Advising Center located in WH 220, (310) 243-3538.

Preparation

High school students planning to major in art at CSU Dominguez Hills will be best prepared by taking a maximum variety of art courses offered in their school, especially in traditional studio art areas, such as drawing, painting, ceramics, and 3-D studies. In addition, they should have some general exposure to the history of art. It is assumed that students will have the necessary precollegiate academic skills of reading, writing, and mathematics.

Community College transfer students seeking admittance to the CSU Dominguez Hills Department of Art and Design will be best prepared by having completed the equivalent of the following CSU Dominguez Hills lower division art courses: Introduction to World Art I and II (ART 110, ART 111)

2-D Composition (ART 170)

3-D Composition (ART 171)

Drawing I (ART 179)

Painting I (ART 180)

Sculpture I (ART 190)

Ceramics I (ART 150)

Introduction to Graphic Applications (ART 160)

Although encouraged to explore other art courses, which can be counted as electives, students should be aware that community college courses do not satisfy upper division course requirements.

Career Possibilities

The primary goal of the Bachelor of Arts in Art is to prepare the student for further studies. Nevertheless, the skills acquired may provide students with a variety of interesting employment opportunities, some of which are listed below:

Art History

Research and consultation work for museums and galleries; positions in supervising commercial art galleries, private collections, historic homes and landmarks; consultant for stores and business dealing in art works; tour leader or guide to collections in major or smaller museums; and library archivist.

Studio Art

Exhibiting artist; self-employed work for various organizations on free-lance or commission basis; artist-in-residence/artist-in-the-schools; art consultant; art director; cartoonist; illustrator; medical illustration; book illustration; and computer artist.

Design

Graphic designer; advertising; packaging; web designer; motion graphics; animation, in-house or free-lance; set designer.

Student Organizations

Ceramics Guild, Jim Keville, Advisor

Scholarships

The Winston Hewitt Art and Design Endowed Scholarships are awarded on merit to art history, design and studio art majors who are continuing full time students at CSU Dominguez Hills.

Winston Russell Hewitt (1922-2006) had a long career as an artist, traveler, a multi-linguist, an OSS officer, and a Distinguished Professor of French Literature at California State University Dominguez Hills. Applications are available annually at the beginning of the fall semester. The deadline for application submission will be the first week of October. Please contact the Department of Art and Design for additional scholarship requirements.

Graduation With Honors

Undergraduate students may be candidates for graduation with Honors in Art if they meet the following criteria:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum grade point average of 3.5 in all courses used to satisfy the upper division requirements for the Art major;

3. Recommendation by the faculty of the Department of Art and Design.

Bachelor of Arts in Art

Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

Minor Requirements

No minor required. Art majors are recommended to select a minor in another field of art.

Major Requirements (36-60 units)

Students must select one of the options listed. The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

Common Core Requirements (12-15 units)

A. Lower Division Required Courses (9 units):

ART 111. Introduction to World Art II (3)

ART 170. 2-D Composition (3)

ART 171. 3-D Composition (3)

B. Upper Division Required Courses (3 units):

Select one course from the following:

ART 331. Modern Art and Culture (3)

ART 333. Contemporary Art and Culture (3)

C. Additional requirements for Art History and Studio Art Majors (0-3 units):

ART 110. Introduction to World Art I (3)

Art History Option (36 units)

The Art History Option offers students a diversity of exposure to the styles and subjects of cultures and nations of the Western and non-Western world, from prehistoric times to the contemporary era. Particular emphasis is placed on developing the student's ability to critically understand the ideas and imagery found within the art works of various cultures and individual artists and architects. A minor is recommended. Our goals are:

1. to provide students with an overview of art history and introduce them to visual composition.
2. to give students a detailed introduction to the major historical periods and areas (painting, sculpture, architecture, minor arts) of art history.
3. to introduce students to research techniques and methods of critically approaching problems of subject matter and style.
4. to prepare students for entrance into a graduate program at an accredited university.

To complete the Art History Option, the following courses must be taken:

A. Common Core Requirements (15 units)

B. Upper Division Requirements (21 units)

1. Required Course (3 units):

ART 490. Seminar in Theories of Art Criticism (3)

2. Select four courses from the following (12 units):

ART 322. Early European Art (3)

ART 323. Late European Art (3)

ART 337. Asian Art (3)

ART 350. Art of the U.S. (3)

ART 353. Art of California and the Southwest (3)

ART 363. Latin American Art (3)

ART 365. African Art and Culture (3)

3. Select two additional upper division courses in Art History with the assistance of an advisor (6 units).

NOTES:

1. ART 495. Special Studies in Art History (3) may be substituted for one of the above courses with the permission of an advisor.
2. ART 498. Directed Research in Art History (1-3) and two years of a foreign language are strongly recommended for pursuit of graduate work in Art History.
3. Students completing this option may also complete the minor in Digital Graphics, Crafts, Design or Studio Art.

Design Option (54 units)

The Design Option offers students the study of graphic design, web design and motion graphics, plus development of fundamental design knowledge, skills, and creativity. All design courses are offered as hybrid courses, meeting once a week face-to face classroom, and with an online component, preparing students with fundamental understanding of the design processes in print media, web design and motion graphics. In addition, they are introduced to professional practices in graphic design.

Our goals are:

1. To provide students with an understanding of the visual elements of art and principles of design.
2. To provide students with technical and expressive fluency in industry-standard software application

3. To give students a critical awareness of own design work fulfilling graphics design communication purposes
4. To help students produce a portfolio of professional materials include a resume
5. To help students present and discuss own artistic works and practices
6. To introduce students to the requirements of an entry level position as a graphic designer

To complete the Design Option, the following courses must be taken:

A. Common Core Requirements (12 units)

B. Lower Division Required Courses (6 units)

ART 160. Introduction to Graphic Applications (3)

ART 179. Drawing I (3)

C. Upper Division Required Courses (36 units)

ART 341. Sources of Graphic Design (3)

ART 342. Conceptualization (3)

ART 344. Introduction to Graphic Design (3)

ART 347. Typography I (3)

ART 348. Digital Photography (3)

ART 335. Web Design I (3)

ART 345. Motion Graphics I (3)

ART 346. Motion Graphics II (3)

ART 443. Web Design II (3)

ART 446. Typography II (3)

ART 447. Visual Identity and Branding (3)

ART 448. Portfolio (3)

Studio Art Option (60 units)

The Studio Art Option offers students experience in a broad range of art disciplines, with emphasis on understanding fundamentals of art, developing their skills and appreciating the purposes and concepts of art.

Our goals are:

1. to introduce students to a variety of art disciplines—drawing, painting, sculpture, photography, ceramics, and art history.
2. to help students develop their technical, formal, and conceptual skills in these areas.
3. to prepare students for the further study or practice of art making.

To complete the Studio Art Option, the following courses must be taken:

A. Common Core Requirements (15 units)

B. Lower Division Required Courses (12 units):

ART 150. Ceramics I (3)

ART 179. Drawing I (3)

ART 180. Painting I (3)

ART 190. Sculpture I (3)

C. Upper Division Requirements (33 units)

1. Select one other 300-or 400-level Art History course (3 units)
2. Digital Photography:
ART 348. Digital Photography (3)
3. Ceramics:
ART 361. Ceramics II (3)
4. Drawing:
ART 371. Drawing II (3) and
One additional 300 or 400 level course in Drawing (3 units)
5. Painting:
ART 380. Painting II (3) and
One additional 300 or 400 level course in Painting (3 units)
6. Sculpture:
ART 389. The Human Form in Sculpture (3)
ART 392. Mixed Media Sculpture (3)
7. Two 300 or 400 level courses in studio art (painting, drawing, sculpture, printmaking, or ceramics) (6 units)

NOTES:

1. ART 493. Special Studies in Art (3) may be substituted for one of the above courses with the permission of an advisor.
2. Students may take 300 and 400 level repeatable courses twice within the Studio Art Option. Students may take such courses a third time as a general elective, but these will not count toward the major. Before being approved for graduation, students must submit five works chosen in consultation with an advisor for the Senior Art Exhibit.
3. Students completing this option may also complete the minor in Digital Graphics, Crafts, Design or Studio Art.

Minor in Art History (15 units)

The Minor in Art History offers students a background in the history of Western Art, and allows them a choice of three courses at the Upper Division level in areas that may be of particular interest to them in any combination of traditional, contemporary, and non-Western Art. Students may take the Minor in Art History and also Major in the Studio Art or Design Options.

To complete the Minor in Art History, the following courses must be taken:

A. Lower Division Required Courses (6 units):

- ART 110. Introduction to World Art I (3)
ART 111. Introduction to World Art II (3)

B. Upper Division Requirements (9 units): Select three courses from the following:

- ART 322. Early European Art (3)
ART 323. Late European Art (3)
ART 337. Asian Art (3)
ART 350. Art of the United States (3)
ART 353. Art of California and the Southwest (3)
ART 363. Latin American Art (3)
ART 365. African Art and Culture (3)

Minor in Crafts (15 units)

The Minor in Crafts invites students to explore a variety of art materials, methods, and skills in three-dimensional disciplines.

Students may take the Minor in Crafts and also Major in the Art History or Design Options.

To complete the Minor in Crafts, the following courses must be taken:

A. Lower Division Requirements (3 units): Select one course from the following:

ART 150. Ceramics I (3)

ART 171. 3-D Composition (3)

ART 190. Sculpture I (3)

B. Upper Division Required Courses (12 units):

ART 301. Arts and Crafts for the Non-Major (3)

ART 361. Ceramics II (3)

ART 392. Mixed Media Sculpture (3)

ART 463. Ceramics III (3)

Minor in Design (15 units)

The Minor in Design provides students with an introduction to the fundamentals of print media graphic design. To complete the Minor in Design, the following courses must be taken:

A. Lower Division Required Courses (6 units):

ART 160. Introduction to Graphic Applications (3)

ART 170. 2-D Composition (3)

B. Upper Division Requirements (9 units):

ART 342. Conceptualization (3)

ART 344. Introduction to Graphic Design (3)

ART 347. Typography I (3)

Minor in Digital Graphics (15 units)

The Minor in Digital Graphics provides students with an introduction to the fundamentals of screen-based design. To complete the Minor in Digital Graphics, the following courses must be taken:

A. Lower Division Required Courses (6 units):

ART 160. Introduction to Graphic Applications (3)

ART 170. 2-D Composition (3)

B. Upper Division Requirements (9 units)

1. Required Courses (6 units):

ART 335. Web Design I (3)

ART 345. Motion Graphics I (3)

ART 346. Motion Graphics II (3)

Minor in Photography (12 units)

The Minor in Photography provides students with an introduction to the fundamental of photography. To complete the Minor in Photography, the following courses must be taken:

A. Lower Division Prerequisites (3)

ART 160 Introduction to Graphic Applications (3) or
ART 170 2-D Composition or equivalent (3) or equivalent.

B. Upper Division Required Courses (9)

ART 348 Digital Photography (3)
ART 349 Photography II- Intermediate Photography (3)
ART 449 Photography III- Advanced Photography (3)

Minor in Studio Art (15 units)

The Minor in Studio Art invites students to explore two- and three-dimensional studies in the Department of Art and Design. Students may take the Minor in Studio Art and also Major in the Art History or Design Options.

To complete the Minor in Studio Art, the following courses must be taken:

A. Lower Division Requirements (6 units)

1. Select one course from the following (3 units):

ART 170. 2-D Composition (3)

ART 179. Drawing I (3)

ART 180. Painting I (3)

2. Select one course from the following (3 units):

ART 171. 3-D Composition (3)

ART 190. Sculpture I (3)

B. Upper Division Required Courses (9 units): Select three 300 or 400 level drawing, painting, sculpture, printmaking, or ceramics courses.

Certificate in Design (21 units)

The certificate in Design is intended for students who are not matriculating through a degree program. The Certificate provides students with an experience in the fundamentals of graphic design and essential processes associated with print media.

To complete the Certificate in Design, the following courses must be completed:

A. Lower Division Required Courses (6 units):

ART 160. Introduction to Graphic Applications (3)

ART 170. 2-D Composition (3)

B. Upper Division Required Courses (15 units):

ART 342. Conceptualization (3)

ART 348. Digital Photography (3)

ART 344. Introduction to Graphic Design (3)

ART 347. Typography I (3)

ART 446. Typography II (3)

Certificate in Digital Graphics (21 units)

The Certificate in Digital Graphics is intended for students who are not matriculating through a degree program. The Certificate provides students with an experience in the fundamentals of graphic design and essential processes associated with digital graphics.

To complete the Certificate in Digital Graphics, the following courses must be completed:

A. Lower Division Requirements (6 units):

ART 160. Introduction to Graphic Applications (3)

ART 170. 2-D Composition (3)

B. Upper Division Required Courses (15 units):

ART 335. Web Design I (3)

ART 342. Conceptualization (3)

ART 344. Introduction to Graphic Design (3)

ART 345. Motion Graphics I (3)

ART 346. Motion Graphics II (3)

Introductory Art Subject Matter Authorization (33 units)

Holders of a Single Subject or Multiple Subject credential issued by the California Commission on Teacher Credentialing may secure an Introductory Art Subject Matter Authorization that allows the holder to teach the subject matter content typically included in curriculum guidelines and textbooks approved for study in grades 9 and below. This allows an employer to assign a teacher with an introductory art authorization to teach a class in which the curriculum is for grades 9 and below but the students in the class may be in grades K-12.

For other requirements governing issuance of this authorization, consult the Teacher Education section of this catalog or contact the School of Education Student Services Center.

Complete each of the following courses or equivalent as approved by the Department of Art and Design Advisor:

A. Lower Division – 24 Units:

ART 110. Introduction to World Art I (3)

ART 111. Introduction to World Art II (3)

ART 150. Ceramics (3)

ART 170. 2-D Composition (3)

ART 171. 3-D Composition (3)

ART 179. Drawing I (3)

ART 180. Painting I (3)

ART 190. Sculpture (3)

B. Upper Division – 9 units

1. Choose one from the following (3):

ART 353. Art of California and the Southwest

ART 363. Latin American Art

ART 365. African Art and Culture

2. Choose one from the following (3):

ART 344. Introduction to Graphic Design

ART 345. Motion Graphics I

ART 371. Drawing II

ART 373. Life Drawing I

ART 380. Painting II

3. Choose one from the following (3):

ART 361. Ceramics II

ART 389. The Human Form in Sculpture

ART 392. Mixed Media Sculpture

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

Lower Division

ART 100 Looking at Art (3).

Learning to perceive art through discussion of selected historical periods, development of a descriptive vocabulary, and observation of actual works of art. Introduction to theories of interpretation and evaluation.

ART 101 Experiencing Creative Art (3).

Learning modes of artistic expression through discussion of theories of composition, examination of the lives and goals of selected artists and art movements, and creation of individual and group art projects. Discussion of projects to develop skills in art criticism.

ART 110 Introduction to World Art I (3).

An overview of the major works of art and architecture from Prehistoric times through the Middle Ages around the world. Each style of art is related to the society which produced it.

ART 111 Introduction to World Art II (3).

Prerequisite: ART 110 is recommended.

An overview of the major works of art and architecture from the Renaissance through the Modern Period. Each style of art is related to the society which produced it.

ART 150 Ceramics I (3).

History of and introduction to ceramics design problems with ceramic materials emphasizing hand forming. Familiarization with low and high firing techniques. Six hours of activity per week. Fee required.

ART 160 Introduction to Graphic Applications (3).

Introduction to digital imaging using Adobe Photoshop and to vector based art using Adobe Illustrator. Six hours of activity in-class and online per week.

ART 170 2-D Composition (3).

Principles of design as they relate to two dimensional elements (point, line, shape, texture, color, etc.) and their composition on the pictorial surface. Introduction to various two-dimensional media. Six hours of activity per week.

ART 171 3-D Composition (3).

Principles of design as they relate to the three-dimensional elements (line, plane, volume, color) and their composition in space. Six hours of activity per week.

ART 179 Drawing I (3).

A foundation course in drawing, oriented to understanding and use of various approaches to graphic representation. Six hours of activity per week.

ART 180 Painting I (3).

Prerequisite: ART 179 Drawing I.

A foundation course introducing the student to problems of pictorial space, organization, and color through the use of two-dimensional painting media. Six hours of activity per week.

ART 190 Sculpture I (3).

Basic theory and methods of creating sculptural form by additive processes. Emphasis on clay modeling and waste-mold casting. Six hours of activity per week. Fee required.

Upper Division

ART 301 Arts and Crafts for the Non-Major (3).

Development, experience, and application of arts and crafts projects of special value to Liberal Studies and Recreation majors. Six hours of activity per week.

ART 322 Early European Art (3).

Prerequisites: ART 110 and ART 111.

A selected exploration of the visual arts and cultures of Ancient Greece and Rome and the Medieval period, and a more concentrated examination of their influences upon the Northern and Italian Renaissances.

ART 323 Late European Art (3).

Prerequisites: ART 110 and ART 111.

The painting, sculpture, and architecture of Western Europe in the 17th and 18th centuries.

ART 331 Modern Art and Culture (3).

Prerequisite: ART 111.

History of nineteenth and twentieth-century visual arts presented in a historical context, showing social and philosophical influences and parallels with contemporary literary, dramatic, and musical arts.

ART 332 Modern Architecture (3).

Prerequisites: ART 110 and ART 111.

History of the technological and stylistic developments in the architecture of the nineteenth and twentieth centuries.

ART 333 Contemporary Art and Culture (3).

Prerequisite: ART 111.

The visual arts since 1945 presented in a cultural context, showing social and philosophical influences and parallels with literary and musical arts. Includes selected minority artists such as Romaine Bearden and Tamayo.

ART 335 Web Design I (3).

Prerequisite: ART 344.

Changed Course Description: Introduction and exploration of the concepts and technologies in web design. Individual and team projects address navigational structures, systems, identity, audience and intent in the design of website prototypes. Six hours of activity per week. Fee required.

ART 337 Asian Art (3).

Prerequisites: ART 110 and ART 111.

A study of the visual arts of China, Korea, and Japan.

ART 341 Sources of Graphic Design (3).

Prerequisites: ART 160 and ART 170.

Study of relevant sources, events and personalities in the history of graphic design. Activities will include readings, research, and related projects. Six hours of activity per week.

ART 342 Conceptualization (3).

Prerequisites: ART 160 and ART 170.

Exploration of the creative processes used in graphic design. Activities will include creative thinking exercises, research reports, idea sketching, and other creative problem solving techniques. Six hours of activity per week. Fee required.

ART 344 Introduction to Graphic Design (3).

Prerequisite: ART 160 and ART 170, or consent of instructor.

Introduction to graphic design as a form of visual communication through the use of type, image and form. Projects explore design processes, creative problem solving, and the basic design practices of critiques and discussion. Six hours of activity per week. Fee required.

ART 345 Motion Graphics I (3).

Prerequisite: ART 160 or consent of instructor.

Introduction to the principles and elements of motion design. Emphasis on the relationship between typographic principles and fundamentals of animation. Software: Introduction to Adobe After Effects. Six hours of activity per week. Fee required.

ART 346 Motion Graphics II (3).

Prerequisite: ART 345.

Advanced conception of motion design as they relate to the use of Adobe After Effects and Cinema 4D. Students will work independently on individual projects from concept to final output. Repeatable course. Six hours of activity per week. Fee required.

ART 347 Typography I (3).

Prerequisites: ART 160 and ART 170.

Introduction to basic aspects of letterforms and typography through a variety of projects. Introduction to the historical background, technical considerations, and aesthetic issues of typography. Six hours of activity per week. Fee required.

ART 348 Digital Photography (3).

Prerequisite: ART 160 or ART 170 or equivalent.

Introduction to digital photography techniques as well as the general history of photography. Development of creative expression as it relates to the photographic medium. Six hours of activity per week. Fee required. Repeatable up to 6 units.

ART 349 Photography II- Intermediate Photography (3)

Prerequisite: ART 348.

Designed for students with introductory photography knowledge to further synthesize their photographic skills with creative concepts to create meaningful photographs. Course content will emphasize photography as a vital component of contemporary art, and a tool for social change.

ART 350 Art of the United States (3).

Prerequisites: ART 110 and ART 111.

A study of the Colonial, Georgian, Federal and 19th century art and architecture in the United States.

ART 353 Art of California and the Southwest (3).

Prerequisites: ART 110 and ART 111.

The art and architecture of California, Arizona, New Mexico, and Texas from prehistory to the twentieth century.

ART 361 Ceramics II (3).

Prerequisite: ART 150.

Emphasis on wheel-throwing techniques. Investigation of clay and glaze compounds. Study of firing techniques for surface enrichment. Six hours of activity per week. Fee required.

ART 363 Latin American Art (3).

Prerequisites: ART 110 and ART 111.

A study of the visual arts of Pre-Colombian and Colonial periods in various Latin American countries.

ART 365 African Art and Culture (3).

Prerequisites: ART 110 and ART 111.

A study of the arts and cultures of Africa from the earliest societies to the present ones. The Nok, Benin, Ite, and Ashanti cultures will be included.

ART 368 Women in Art (3).

Prerequisites: ART 110 and ART 111.

A study of women as artists from the medieval period to the present with special emphasis given to women artists of the twentieth century.

ART 371 Drawing II (3).

Prerequisite: ART 179.

Development of skill in graphic representation, stressing an understanding of pictorial space and organization. Problems of technique and media. Six hours of activity per week.

ART 373 Life Drawing I (3).

Prerequisite: ART 179.

Development of the graphic representation of the human form. Live models used to introduce problems of form, structure, and anatomy. Six hours of activity per week.

ART 380 Painting II (3).

Prerequisites: ART 170 and ART 180.

Problems in the creative use of the materials of painting. Emphasis on visual concepts, interpretation, and expression. Six hours of activity per week.

ART 384 Painting III (3).

Prerequisite: ART 380.

Development of a more comprehensive understanding of materials and methods as they related to current concepts of painting. Six hours of activity per week.

ART 389 The Human Form in Sculpture (3).

Prerequisite: ART 190 or ART 373.

Structural and symbolic interpretation of human form from a live model. Anatomy as it relates to sculptural expression. Repeatable course. Six hours of activity per week. Fee required.

ART 392 Mixed Media Sculpture (3).

Prerequisite: ART 171 or ART 190.

Experiments in contemporary sculpture using found objects and other readily available materials. Introduction to wood and metal fabricating. Repeatable course. Six hours of activity per week.

Fee required.

ART 443 Web Design II (3)

Prerequisite: ART 335.

Intermediate to advanced course in web design, offering in-depth investigation of the planning, design and building of web sites. This course is structured around projects that combine creative exploration and comprehensively learning industry-standard software programs. Six hours of activity per week. Fee required.

ART 446 Typography II (3).

Prerequisites: ART 347.

Advanced analysis and study of typographic design through projects based on the setting of words, sentences and paragraphs. Projects will gradually increase in scope and complexity dealing with multiple levels of hierarchical meaning. Six hours of activity per week. Fee required.

ART 447 Visual Identity and Branding (3).

Prerequisite: ART 344.

Study of building brands and brand identity. Visual systems and development of cultural messages are explored. Projects include development, research, client interaction, presentation, and independent student work. Six hours of activity per week. Fee required.

ART 448 Portfolio (3).

Prerequisites: Senior standing and consent of instructor

Capstone course involving preparation of essential material for seeking a position in graphic design. Emphasizes the preparation of a graphic design portfolio and resume. Six hours of activity per week. Fee required.

ART 449 Photography III- Advanced Photography (3)

Prerequisite: ART 349.

Advanced level course that further addresses the photographic methodologies of generating a photographic portfolio within a concentration that investigates an idea of personal interests for each individual student.

ART 463 Ceramics III (3).

Prerequisite: ART 361.

Advanced problems in techniques and aesthetic development in all aspects of the process of ceramics. Repeatable course. Six hours of activity per week. Fee required.

ART 474 Life Drawing II (3).

Prerequisite: ART 373.

An advanced course in the graphic study of the human figure. Emphasis upon the creative interpretation of form and structure through media. Repeatable course. Six hours of activity per week.

ART 486 Painting IV (3).

Prerequisite: ART 384.

Advanced study emphasizing aesthetic development, personal imagery, and individual critical awareness. Self-initiated studio problems. Repeatable course. Six hours of activity per week.

ART 490 Seminar in Theories of Art Criticism (3).

Prerequisites: Senior standing as an Art major or minor; consent of instructor and department chair. ART 110 and ART 111.

Various approaches to art criticism through out the centuries with particular emphasis on contemporary problems of criticism. Three hours of seminar per week.

ART 493 Special Studies in Art (3).

Detailed study of material, method, concept, or period of Art. Repeatable course. Six hours of activity per week. Fee required.

ART 494 Independent Study in Art (1-3).

Prerequisites: Senior standing as an Art major or minor is required; consent of instructor and department chair.

ART 494 may not be substituted for a required course in the major or minor without prior consent of instructor and adviser. An art project undertaken with the advice and supervision of a Studio or Design Art faculty member. Repeatable course.

ART 495 Special Studies in Art History (3).

Prerequisites: ART 110 and ART 111.

Detailed study of a period, area, figure or movement in the history of art. Repeatable course.

ART 496 Internship in Art (1-3).

Prerequisites: Upper division standing and consent of instructor.

Supervised on- or off-campus art related work in selected museums, galleries, art and slide libraries, studios or commercial firms. Practical application of knowledge to such areas as exhibition, conservation, cataloging, and Art History, Studio or Design activity. Term paper required. Repeatable course.

ART 498 Directed Research in Art History (1-3).

Prerequisites: Senior standing as an Art major or minor is required; consent of instructor and department chair.

Preparation of a research paper on a selected topic in the History of Art. Repeatable course.

Infrequently Offered Courses

The following courses are scheduled on a "demand" basis. Students should consult the department office for information about the next schedule offering.

ART 376 Intaglio I (3).

Prerequisite: ART 179 is recommended.

A foundation course in intaglio printmaking, introducing the processes of aquatint, soft ground, and hard ground etching. Six hours of activity per week. Fee required.

ART 379 Lithography I (3).

Prerequisite: ART 179 is recommended.

An introduction to the basic techniques of lithographic print-making processes. Six hours of activity per week. Fee required.

ART 383 Silkscreen (3).

An introduction to basic stencil printmaking processes. Repeatable course. Six hours of activity per week. Fee required.

ART 482 Lithography II (3).

Prerequisite: ART 379.

Special projects in selected aspects of lithographic printmaking. Repeatable course. Six hours of activity per week. Fee required.

ARTS AND HUMANITIES

College of Arts and Humanities

Minor in Humanities

Master of Arts in Arts and Humanities

Humanities in the City Option

Music and Intellectual Inquiry Option

Faculty

Rudy Vanterpool, Program Coordinator

Dana Belu, Bill DeLuca, Lorna Fitzsimmons, Pat Gamon, Tom Giannotti, Benito Gomez, Jonathon Grasse, Jim Jeffers, Pat Kalayjian, Lynne Loeb, Jose Lopez Morin, Scott Morris, Rodney Oakes

Program Office: LCH A-338, (310) 243-3636

Emeriti Faculty

Bryan Feuer

Program Description

Undergraduate

All students at CSU Dominguez Hills are required to take the HUM 200 lower division course, a ground level introduction to ideas, concepts and a good number of works of art, literature, music and philosophy drawn from the Renaissance and Modern (including the Harlem Renaissance) periods of history. This is not a survey course, but rather a concentrated examination of two important periods in human history. Written works, art works and musical examples will be used to broaden the student's perception, and also to trace the course's main theme of tradition and change.

To continue the student's experience in the humanities beyond the lower division HUM 200 course, the General Education requirements for bachelor's candidates include one additional course selected from the HUM 310, HUM 312, and HUM 314 sequence. These courses, concerned with key concepts, movements and issues, focus on one particular theme in contrast to the broadly-based HUM 200 course.

Graduate

The Humanities Graduate Program provides post-baccalaureate students the opportunity to study the traditional humanities fields--philosophy, literature, history, music, and art--in the context of contemporary interdisciplinary topics, as well as in courses devoted to the methodology and current concerns of specific disciplines. Courses enable the critical evaluation of the visual and performing arts, as well as the ideas, cultures and individuals which have shaped our society. Program courses are designed around the theme of the city. Skills in advanced writing, research, and presentation are exercised in seminars and in a final research or creative project. Designed for professionals such as teachers for whom the possession of a master's degree has practical as well as personal value, the program also serves the student who is continuing his/her college education for the enrichment of lifelong learning.

Minor Program

Humanities minor students study contemporary and historical topics in literature, philosophy, history, performance and the visual arts in world civilizations and cultures. Each course emphasizes a single topic from the perspective of two or more Humanities disciplines, focusing upon primary sources, and significant works of art and literature, as well as ideas, movements and individuals, that have helped to define values, civilizations, and the human condition. Skills in writing, critical analysis, oral participation, and evaluation of the arts are fostered through course work.

The minor program provides balance to a major or applied field such as management or the sciences, and it extends a liberal arts major, providing the opportunity to refine the skills demanded in professional or graduate schools, as well as offering the benefits of academic and personal enrichment.

Academic Advisement

Undergraduate

Students should see the Program Coordinator for advisement in the Humanities Office. All students are urged to see an advisor upon admission to the University, and further, upon completion of 60 semester units, and during the first semester of the senior year.

Graduate

Students must see the Humanities Program Coordinator. Once in the program, students are requested to stay in close touch with their advisor for course selection and choosing a topic for the Thesis or Final Project.

Preparation

Undergraduate

High school students are urged to take as many courses as they can in the areas covered by the humanities: art, literature, music, philosophy, and history. Personal experiences, such as performing in a high school band, orchestra or chorus, or taking part in a theatrical production, or being in a poetry reading and writing group, will also be valuable preparation for college work. Community college transfers are encouraged to participate in some of the many high level activities in the arts and humanities provided at California Community Colleges.

Graduate

For students preparing to enter the Master of Arts in Arts and Humanities Program some prior experience with courses or individual study in the areas of art, music, literature, history, and philosophy is required. Foreign languages also provide valuable preparation for this program.

Minor in Humanities (12 units)

A. Required Courses (3 units):

HUM 490. Seminar in the Humanities (3)

NOTE: If HUM 490 is not offered, one of the following courses may be substituted with the permission of the Humanities Coordinator AND the course instructor: one other HUM 310/312/314, ART 490, ENG 490, HIS 490, MUS 495, PHI 490, THE 490, or any HUM 500 level course (except HUM 598 or HUM 599).

B. Select nine units from the following using at least two different courses:

HUM 310. Key Concepts (3) (repeatable with different topics)

HUM 312. Key Movements (3) (repeatable with different topics)

HUM 314. Key Issues (3) (repeatable with different topics)

NOTE: An additional three units selected from General Education Area F1 must be completed to fulfill the upper division General Education requirement in Integrative Studies in Humanities.

Master of Arts in Arts and Humanities (30 units)

Admission Requirements

1. To be admitted into the program a student must possess a baccalaureate degree from an accredited college, as well as a grade point average of 3.0 or better in the last 60 semester units (90 quarter units) of upper division course work attempted (not including extension units).
2. A Supplemental Application, available from the Humanities Office, must be completed.
3. Although there are no specific course prerequisites for admission to the program, a student will be required to take undergraduate preparatory courses if the educational background in the humanities is insufficient.
4. A letter of recommendation will be required.

Progress Towards The Degree

After nine units of graduate humanities courses are taken (500 level) with a grade average of "B" or better, and the Diagnostic essay Exercise has been passed, the student is given classified standing. After all requirements for the degree except the thesis/final project have been met, the student is given the status of advancement to candidacy. The degree is awarded after all requirements have been met, a grade point average of 3.0 or better has been maintained, and the final project/thesis has been completed and approved by the thesis committee and the Graduate Studies Office.

Features

This program provides the opportunity to study humanities topics in depth at an advanced level. Each course meets one evening per week, and is conducted in a seminar setting with active student participation and discussion. Although the emphasis is upon combining the disciplines around topics, there is an opportunity to focus upon a single discipline seminar, electives, independent study, and the final project or thesis.

Degree Requirements (30 units)

The Master of Arts in Arts and Humanities requires completion of 27 units of course work and one of the following:

1. Passing score for HUM 598 Comprehensive Examination (3 units). After completion of all course work or during the last semester of course work, the degree candidate may apply to take HUM 598 Comprehensive Examination. There is only one retake opportunity.
2. Completion of an approved thesis or creative project (HUM 599, 3 units). Student must have at least a 3.75 GPA and the approval of the program coordinator to enroll in HUM 599.

Student must select one of the options listed. The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

A. Core Courses (12 units):

HUM 500. Proseminar: The Humanities in the City (3)
HUM 512. Texts and Language (3)
HUM 528. Images and Artifacts (3)
HUM 582. Performance and Criticism (3)

B. Seminars and Performance (12-15 units)

Select one of the following options:

1. Humanities in the City Option

HUM 520. Seminar in Art (3)
HUM 522. Seminar in Literature (3)
HUM 523. Seminar in Music (3)
HUM 524. Seminar in Philosophy (3)
HUM 540. Seminar in History (3)

2. Music and Intellectual Inquiry Option

Prerequisite: Consent of Department of Music Chair

a. Required Courses:

HUM 523. Seminar in Music (3)
MUS 580. Performance, Performance Practices and Repertoire (2-6) and/or
MUS 594. Independent Study (1-3)

b. Select 3-6 units from the following:

HUM 520. Seminar in Art (3)
HUM 522. Seminar in Literature (3)
HUM 524. Seminar in Philosophy (3)
HUM 540. Seminar in History (3)

C. Electives (3 units, optional):

Approved humanities-related courses chosen in consultation with an advisor.

D. Final Project or Comprehensive Examination (3 units):

HUM 598. Comprehensive Examination or
HUM 599. Final Project/Thesis

E. Graduation Writing Assessment Requirement (GWAR). All graduates must pass the Graduation Writing Assessment Requirement. A score of eight or better is required on the GWE test, or in cases where English 350 is taken, a grade of "B" or better is required. Details on the examination are available from the English department office and the Testing Office. The GWAR must be taken in the first semester.

F. Master's Requirement. In addition to the major requirements, student must meet all university requirements for the master's degree. Students should consult the section of the catalog entitled "Graduate Degrees and Postbaccalaureate Studies."

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

Lower Division

HUM 200 Introduction to the Humanities (3).

Prerequisite: One semester of ENG 111 or six units of IDS 107 or equivalent.

Examines the interrelationships among the humanities (art, literature, music, and philosophy) in Western culture by studying the theme of tradition and change in two periods, the Renaissance and the 20th Century (including the Harlem Renaissance).

Upper Division

HUM 310 Key Concepts (3).

Prerequisite: HUM 200 or equivalent.

Analysis of a major concept in humanistic thought and expression, e.g. the individual and society, success and values in the U.S., death and dying, war and society, global popular music, etc. Repeatable with different topics for credit.

HUM 312 Key Movements (3).

Prerequisite: HUM 200 or equivalent.

Analysis of a major historical movement from a humanistic perspective, e.g. Harlem Renaissance, Modernism, the Jazz Age, African Literature and Culture, Medieval Japan and Europe, etc. Repeatable with different topics for credit.

HUM 314 Key Issues (3).

Prerequisite: HUM 200 or equivalent.

Analysis of major contemporary issues from a humanities perspective. Examples include the role of the arts in society, literature and the rights of women, romantic love, visions of Los Angeles, etc. Repeatable with different topics for credit.

HUM 490 Seminar in Humanities (3).

Prerequisites: Completion of 9 units selected from 300 and 400 level Humanities courses.

A multidisciplinary synthesis emphasizing cultural, historical, or aesthetic-perceptual insights in the humanities. Topics vary. Three hours of seminar per week.

Graduate

Graduate standing or consent of the graduate program coordinator is prerequisite to enrollment in graduate (500 level) courses.

HUM 500 Proseminar: The Humanities in the City (3).

An introduction to graduate level study in the humanities using the theme of "the humanities in the city." Three hours of seminar per week.

HUM 512 Texts and Language (3).

Examination of contemporary issues addressing what we read, how we read, and why we read. Examples from literature and philosophy. Includes the refining of skills in research and writing. Three hours of seminar per week.

HUM 520 Seminar in Art (3).

Prerequisites: Courses in art history and appreciation are recommended.

An in-depth study of such subjects as a single artist, a period, or a movement or theme in art history. Student should have a sufficient background in art vocabulary and concepts to participate. Three hours of seminar per week.

HUM 522 Seminar in Literature (3).

Prerequisites: Courses in literary interpretation and history are recommended.

Advanced work in a variety of topics in literature; assumes a working knowledge of the basic concepts and vocabulary of the discipline. Three hours of seminar per week.

HUM 523 Seminar in Music (3).

Prerequisites: Courses in music history, theory, and appreciation are recommended.

Advanced work in a variety of topics including study of a period, a cluster of composers, a movement, or music of a single country. Three hours of seminar per week.

HUM 524 Seminar in Philosophy/Religious Studies (3).

Prerequisites: Previous courses in philosophy are recommended.

Offers advanced work in a variety of topics such as the work of individual philosophers, or specific problems of epistemology or metaphysics. Assumes working knowledge of the basic vocabulary and concepts of the discipline. Three hours of seminar per week.

HUM 528 Images and Artifacts (3).

Examination of art, artifacts, architecture, murals, masks and other objects that are carriers of social, cultural, and aesthetic values. Three hours of seminar per week.

HUM 535 Seminar in Film (3).

Prerequisites: Courses in film history and appreciation are recommended.

Advanced work in a variety of topics in film studies; assumes a working knowledge of the basic concepts and vocabulary of the discipline.

HUM 540 Seminar in History (3).

Prerequisites: Previous courses in history are recommended.

The study of a period or theme in history through the lens of the humanities. Assumes a working knowledge of the basic concepts and vocabulary of the discipline. Three hours of seminar per week.

HUM 582 Performance and Criticism (3).

A systematic examination of the theory, practice, and aesthetics of formal and informal criticism applied to performances in music, theatre, dance, and art films.

HUM 594 Independent Study (3).

Prerequisites: Previous courses in the humanities are required.

A special project involving research or creative work. Also extensive reading in consultation with a faculty member. Repeatable course.

HUM 595 Special Topics in Humanities (3).

An intensive study of selected issues in the arts and humanities. Three hours of seminar per week.

HUM 598 Comprehensive Examination (3).

Prerequisite: Advancement to candidacy and consent of program coordinator.

Comprehensive examination over coursework and set texts. The degree candidate taking the exam must have either completed all coursework or be planning to complete it the semester the exam is taken. Preparatory Session required.

HUM 599 Final Project (3).

Prerequisites: Advancement to candidacy and consent of program coordinator.

Thesis or creative project related to the student's particular combination of humanities studies. If creative project, extensive prior preparation required.

HUM 600 Graduate Continuation Course (0).

Graduate students who have completed their course work but not their thesis, project, or comprehensive examination, or who have other requirements remaining for the completion of their degree, must maintain continuous attendance by enrolling in this course. Signature of graduate program coordinator required.

Infrequently Offered Courses

The following courses are scheduled on a "demand" basis. Students should consult the department office for information about the next schedule offering.

HUM 212 Introduction to African American Culture (3).

Prerequisite: ENG 110.

Exploration of the fusion of African and American cultures in the development of the African American culture, with particular emphasis on music, dance, oral literature, language, drama and art.

ASIAN-PACIFIC STUDIES

College of Arts and Humanities

Division of World Cultural and Gender Studies

Minor

Faculty

Mary Lacanlale, Interim Coordinator

Jung-Sun Park

Program Office: LCH C-316 (310) 243-3327, 3224

Asian-Pacific Studies Advisory Board

Tim Chin (English), Anne Choi (Interdisciplinary Studies), Pamela Krochalk (Health Sciences), Wei Ma (Library), Susan Needham (Anthropology), Hamoud Salhi (College of Natural and Behavioral Sciences), Terry Peralta (Occupational Therapy) and current Asian Pacific Studies faculty members.

Program Description

The Asian-Pacific Studies Program offers an interdisciplinary minor in the study of Asian and Pacific Island cultures and societies.

The minor in Asian-Pacific Studies is designed for students seeking to either complement their studies of other civilizations and cultures, or to pursue graduate study, Foreign Service, international business, teaching careers, or work in health science fields and community services. It is structured to provide an understanding of the social, political, and cultural aspects of Asia and the Pacific region through courses in Asian and Pacific history, politics, art, literature, language, popular culture and philosophy. It also provides an understanding of the transnational connections between the Asian Pacific region and Asian Pacific American communities as well as the history and contemporary issues of Asian Pacific American populations.

Features

The University is located in a unique area at the nexus of the international ports of Los Angeles and Long Beach. Numerous corporations in Los Angeles and Orange Counties represent the ever-increasing importance of America's relations with the Asian Pacific region.

The California State University International Programs make available to students, who would like to have firsthand knowledge of Asia, the opportunity to study at Waseda University (Japan), Tsukuba University (Japan), Yonsei University (Korea), and Peking University (China).

Academic Advisement

The program coordinator will help students plan their course of study to fulfill requirements for an Asian-Pacific Studies Program minor.

Students should see the coordinator upon first entering CSU Dominguez Hills, at the beginning of their junior year or, at least at the beginning of their senior year.

Career Opportunities

In a world that is increasingly dependent upon global cooperation and trade, career opportunities for those with a background in Asian-Pacific Studies are numerous and varied.

The following are some possible career fields:

Advertising or marketing
Community service
Domestic or international business
Education
Foreign Service
Film, television or multimedia
Government work
Health science
International law
Journalism
Ministry
Non-profit organization
Social Work

Minor in Asian-Pacific Studies (15 units)

A. Lower Division Required Courses (6 units):

APP 101. Introduction to Asian-Pacific Studies (3)

APP 212. Introduction to Comparative Ethnic and Global Societies (3) or

One course in an Asian-Pacific language subject to approval of the program coordinator (3)

B. Upper Division Courses (9 units):

1. Required Courses (6-9 units):

APP 311 Contemporary Issues in Asian American Communities (3)

APP 315 Asian Pop Culture and Globalization (3)

APP 325 Asian Pacific Art, Music and Literature (3)

APP 327 Values and Communication of Asian Pacific Culture (3)

APP 331. Japanese Comics and Animation (3)

APP 333. East Asian Culture and Society in Cinema (3)

APP 395. Special topics in Asian-Pacific Studies (3)

APP 490. Seminar: Asian-Pacific Studies (3)

2. Electives (0-3 units):

HIS 362. Traditional China (3)

HIS 363. Modern China (3)

HIS 364. Traditional Japan (3)

HIS 365. Modern Japan (3)

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

Lower Division

APP 101 Introduction to Asian-Pacific Studies (3).

Basic themes and key issues in Asia and the Pacific region. Multi-disciplinary survey of art, literature, philosophy, religion, politics, and society. Background to understanding tradition and change in the region, and introduction to the multicultural roots of Asian-Pacific Americans.

APP 212 Introduction to Comparative Ethnic and Global Studies (3).

Explores the lived experiences of the three Ethnic/Global communities in the United States and their place of origin. Examines the socio-cultural dynamics in Africana, Asian-Pacific and Chicano/Latino communities.

APP 295 Special Topics in Asian-Pacific Studies (3).

A study of selected topics or issues in Asian-Pacific Studies. Repeatable for a maximum of six units for credit.

Upper Division

APP 311 Contemporary Issues in Asian American Communities (3)

Examination of the history and contemporary realities of Asian America. Analyzes the differences and commonalities in the experiences of various Asian American populations, focusing on the interplay of race, ethnicity, class, gender and culture in shaping their lives.

APP 315 Asian Pop Culture and Globalization (3)

Explores the growing transnational flows of Asian popular culture in historical and socioeconomic contexts. Analyzes the ramifications of the popularity of Asian pop culture for the changing contemporary global cultural landscapes and power relations.

APP 325 Asian Pacific Art, Music and Literature (3)

Examination of Asian Pacific cultures and history through art, music, and written and oral literatures. Contributions of past and present artists and writers to the establishment of cultural identities.

APP 327 Values and Communication of Asian Pacific Cultures (3)

Examination of basic values and societal outlooks unique to various Asian Pacific groups. Comparative analysis of verbal and nonverbal communication modes for better cross-cultural understanding.

APP 331 Japanese Comics and Animation (3).

Focusing on Japanese comics and animation, this course examines the contemporary transnational flows of culture and their implications. It also explores how the existing power relations between the East/West, center/periphery, and men/women are reflected and challenged in the production and dissemination of Japanese comics and animation.

APP 333 East Asian Culture and Society in Cinema (3).

Through critical analyses of films, this course will explore various aspects of East Asian societies including history, cultural traditions, socioeconomic transformations, politics, identity, gender and generational relations. It will also examine the issue of ethnic/racial/national/gender representation in East Asian cinema and its implications.

APP 395 Special Topics in Asian-Pacific Studies (3).

Prerequisite: Consent of program coordinator.

An intensive study of an issue, concept or theme in Asian-Pacific Studies. Repeatable for a maximum of six units for credit.

APP 490 Seminar: Asian-Pacific Issues (3).

Prerequisites: APP 311 and APP 325.

Capstone experience in Asian-Pacific concentration. In-depth study and project development of historical or current issues confronting Asian-Pacific populations. Three hours of seminar per week.

APP 494 Independent Study (1-3).

Independent study of a particular topic in Asian-Pacific Studies, relating two or more disciplines, such as anthropology, art, education, history, languages, music, philosophy, politics, or sociology under the direction of an Asian-Pacific Studies Program faculty member. Repeatable course.

APP 495 Selected Topics (3).

An intensive study of selected topics or issues in Asian-Pacific Studies.

BEHAVIORAL SCIENCE

College of Natural and Behavioral Sciences

Bachelor of Arts

Faculty

Salvatore J. Russo, Program Coordinator

Carl D. Sneed (Psychology), Kara Dellacioppa (Sociology), Jerry Moore (Anthropology), David Dixon (Political Science)

Program Office: SBS G-322, (310) 243-2123

Program Description

The undergraduate program in Behavioral Science is designed to provide the student with a broad systematic understanding of human behavior, and of the biological, psychological, cultural, political and social factors that influence such behavior. The program stresses the mastery of key behavioral science concepts; exposure to significant behavioral science theories drawn from psychology, sociology, anthropology and political science; the development and utilization of rigorous investigation, observation and research skills common to the behavioral sciences; and the ability to integrate knowledge across the behavioral sciences. The program provides practical knowledge and skills with enduring career applicability.

Features

Majors and minors will have exposure to a multidisciplinary approach to the behavioral sciences. Unlike most programs in which students learn about a single discipline, the Behavioral Science program provides a broad range of approaches to understanding human behavior from anthropology, political science, psychology and sociology.

Academic Advisement

Students are encouraged to contact the Behavioral Science Program Coordinator at (310) 243-2123 for information and for advising. The behavioral science faculty who come from anthropology, political science, psychology and sociology are available for academic advisement; they would be pleased to discuss the program with interested students.

Preparation

Completion of the General Education lower division requirements is recommended. Introductory level courses in one or more of the disciplines contributing to behavioral sciences would be helpful.

Career Possibilities

Completion of the strong and diversified Behavioral Science Program will enhance the student's chances for employment in the various helping professions, government and industry. Positions in communication, recreation, gerontology and health sciences would be likely options for behavioral science students. Moreover, the application of behavioral science knowledge and training would be beneficial in the solution of critical social and business problems.

Graduation with Honors

An undergraduate student may be a candidate for graduation with Honors in Behavioral Science by meeting the following criteria:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum grade point average of at least 3.5 in all courses used to satisfy the upper division requirements in the major;
3. Recommendation by the faculty of the Behavioral Science Undergraduate Program.

Bachelor of Arts in Behavioral Science

Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a minimum of 120 total units.

General Education Requirements (55-62 units)

It is highly recommended that students fulfill their lower division GE requirements by including POL 100 (in category D.2) and one of the following: ANT 100, PSY 101, SOC 101, or SOC 102 (in category D.1).

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

Minor Requirements

Students completing this major are not required to complete a minor in another field. However, it is recommended that students in the major complete a minor in one of the other social and behavioral sciences (Anthropology, Political Science, Psychology, or Sociology).

Major Requirements (37-38 units)

The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

A. Lower Division Requirements: Select one course from the following (3-4 units):

MAT 131. Elementary Statistics and Probability (3)

PSY 230. Elementary Statistical Analysis in Psychology (3)

SOC 220. Analytical Statistics for Sociology (4)

B. Upper Division Requirements (34 units)

1. Required Courses (19 units):

ANT 388. Anthropological Theories of Behavior (3)

POL 371. Conflict, Violence, and Nonviolence (3)

PSY 305. History and Systems of Psychology (3)

SOC 355. Modern Sociological Theories (4)

BEH 300. Introduction to Research Methods in the Behavioral Sciences (3)

BEH 490. Seminar in Behavioral Science (3)

2. Elective Courses (12 units):

Select four of the following courses, one course in each behavioral science area: anthropology, political science, psychology and sociology. However, students with a minor in one of these areas are to select a fourth course (listed below) from an area different from their minor area.

- ANT 310. Culture and Personality: Psychological Anthropology (3)
- ANT 312. Language and Culture (3)
- ANT 315. Magic and Religion (3)
- ANT 336. Comparative Cultures: Comparative Sociopolitical Systems (3)
- ANT 337. Comparative Cultures: Ethnography and Film (3)
- POL 314. Political parties and elections (3)
- POL 325. Women and Politics (3)
- POL 336. Theories of International Relations (3)
- POL 370. Public Opinion and Propaganda (3)
- PSY 340. Social Psychology: Psychological Perspective (3)
- PSY 350. Child Psychology (3)
- PSY 353. The Experience of Death and Dying: Psychological perspectives (3)
- PSY 360. Theories of Personality (3)
- PSY 363. The Abnormal Personality (3)
- SOC 311. Social Organization (3)
- SOC 320. The Family (3)
- SOC 340. Social Psychology: Sociological Perspective (3)
- SOC 365. Deviant Behavior (3)

3. Applied Elective Course (3 units):

Select one course from the following:

- ANT 375. Ethnographic Methods and Techniques (3)
- BIO 370. Biological Bases of Human Behavior (3)
- PSY 314. Behavior Modification (3)
- SOC 304. Computer Applications in the Social Sciences (3)
- SOC 306. Program Evaluation (3)

Minor in Behavioral Science (15 units)

A. Upper Division Required Course (3 units):

- BEH 490. Seminar in Behavioral Science (3)

B. Select four courses from the following (12 units): One course in each of the core disciplines of the behavioral sciences: anthropology, political science, psychology and sociology. However, students with a major in anthropology, political science, psychology or sociology are to select the fourth course from one of the disciplines other than their major.

- ANT 310. Culture and Personality: Logical Anthropology (3)
- ANT 312. Language and Culture (3)
- ANT 315. Magic and Religion (3)
- ANT 336. Comparative Cultures: Comparative Sociopolitical Systems (3)
- ANT 337. Comparative Cultures: Ethnography and Film (3)
- ANT 388. Anthropological Theories of Behavior (3)
- POL 314. Political parties and elections (3)
- POL 325. Women and Politics (3)

POL 336. Theories of International Relations (3)
POL 370. Public Opinion and Propaganda (3)
POL 371. Conflict, Violence, and Nonviolence (3)
PSY 305. History and Systems of Psychology (3)
PSY 340. Social Psychology: Psychological Perspective (3)
PSY 350. Child Psychology (3)
PSY 353. The Experience of Death and Dying: Psychological Perspectives (3)
PSY 360. Theories of Personality (3)
PSY 363. The Abnormal Personality (3)
SOC 311. Social Organization (3)
SOC 320. The Family (3)
SOC 340. Social Psychology: Sociological Perspective (3)
SOC 355. Modern Sociological Theories (4)
SOC 365. Deviant Behavior (3)

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

Upper Division

BEH 300 Introduction to Research Methods in the Behavioral Sciences (3).

Prerequisites: MAT 131 or PSY 230 or SOC 220 and junior standing.

The course covers five areas: preparing and writing an academic paper, preparing and writing a literature review, developing a research proposal, general research methodology and delivering a research presentation.

BEH 490 Seminar in Behavioral Science (3).

Prerequisites: Senior standing and consent of instructor.

A seminar designed to integrate previous course work by approaching selected problems from the perspective of the various behavioral sciences. Preparation of seminar paper. Three hours of seminar per week.

BIOCHEMISTRY

**College of Natural and Behavioral Sciences
Department of Chemistry and Biochemistry**

Bachelor of Science

Faculty

Tieli Wang, Department Chair

H. Leonardo Martinez, Lihung Pu, Kenneth Rodriguez, Noel Sturm

Staff

Jivin Seward, David Inafuku, Laboratory Technicians

Department Office: NSM B-202, (310) 243-3376

Emeriti Faculty

Ulrich de la Camp, L. Danette Dobyns, Eugene N. Garcia, James Lyle, Sofia Pappatheodorou, Oliver Seely, George Wiger, William Wilk

Program Description

The Bachelor of Science in Biochemistry will prepare students for graduate work in chemistry or biochemistry; teaching chemistry in secondary schools; employment with industry or government; entry into professional schools such as medicine or dentistry; or entry into law school with a view toward specialization in patent or environmental law. The department is certified by the American Chemical Society (ACS), 1155 Sixteenth Street, N.W., Washington, DC, 20036.

Features

The department is housed in well-equipped offices and laboratories with state of the art instruments on the third floor of the Natural Sciences and Mathematics Building. The faculty consists of full-time members who represent all the major areas of chemistry. Students generally benefit from the smaller class sizes and the individualized attention, which is seldom available at large universities. Students are introduced to modern instrumental techniques and are given many opportunities for "hands-on" experience.

Academic Advising

Students who are majoring in biochemistry should be advised once each semester, prior to registration. Permanent records of advisement are kept in the department office.

Preparation

High school students should include two years of algebra, one year of geometry and a one-year course in chemistry in their high school preparation. A course in high school physics also is recommended. Students who enter without this preparation must expect to delay their graduation beyond the minimum time-period of four years.

Community college transfers should have completed one year of general chemistry, one year of calculus and one year of physics.

Career Possibilities

A Major in Biochemistry will prepare students for graduate work in chemistry or biochemistry; teaching chemistry in secondary schools; employment with industry or government; entry into professional schools such as medicine or dentistry; or entry into law school with a view toward specialization in patent or environmental law.

Students may prepare for a career in teaching science at the secondary level (junior high or high school) by completing an approved "Subject Matter Preparation Program." Completion of such a

program is the first step in meeting the state requirements for a teaching credential. As the program requirements for the "Subject Matter Preparation Program" in science have changed recently, interested students should consult the departmentally designated advisor for current information.

Pre-Medical Professions Training in Biochemistry

Students who wish to apply to professional schools of medicine, dentistry, veterinary medicine, or other medical areas following graduation should consider completing the requirement for a B.S. degree in Biochemistry. In addition, students should complete the elective course that was not selected to fulfill the degree requirements.

The following courses are not usually required for admission to medical school, but it is recommended that students consider them when planning their academic program. Many former students have found them to be a valuable introduction to courses that must be taken in many professional programs.

BIO 422. Histology (3)

BIO 424. Histology Laboratory (1)

BIO 453. Endocrinology (3)

BIO 483. Human Physiology (3)

Student Organizations

Membership in the Science Society of CSU Dominguez Hills is open to all students. The Society encompasses all of the scientific disciplines and is also a Student Affiliate Chapter of the American Chemical Society. It was founded to serve the interests and concerns of science students and sponsors scientific, educational, professional and social activities. The American Chemical Society has commended the Science Society for the high quality of its activities and programs. Contact the Department of Chemistry for further information.

Graduation With Honors

An undergraduate student may be a candidate for graduation with Honors in Biochemistry provided he or she meets the following criteria:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum grade point average of at least 3.5 in all courses used to satisfy the upper division requirements in the major;
3. Recommendation by the faculty in the department or program in which the honors are to be awarded.

Bachelor of Science in Biochemistry

Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 or a maximum of 132 units.

General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

Minor Requirements

Single field major, no minor required.

Major Requirements (81 units)

The following courses, or their approved transfer equivalents, are required of all candidates for this degree. A grade of "C" or better must be achieved in all courses.

A. Lower Division Required Courses (42 units):

BIO 120. Principles of Biology I (3)
BIO 121. Principles of Biology I Lab (1)
BIO 122. Principles of Biology II (3)
BIO 123. Principles of Biology II Lab (1)
CHE 110. General Chemistry I (5)
CHE 112. General Chemistry II (5)
CHE 230. Quantitative Analysis (4)
MAT 191. Calculus I (5)
MAT 193. Calculus II (5)
PHY 130. General Physics I (5)
PHY 132. General Physics II (5)

B. Upper Division Required Courses (33 units):

CHE 310. Organic Chemistry I (4)
CHE 311. Organic Chemistry Lab I (1)
CHE 312. Organic Chemistry II (3)
CHE 313. Organic Chemistry Lab II (2)
CHE 320. Physical Chemistry I (5)
CHE 322. Physical Chemistry II (3)
CHE 420. Advanced Applications for Chemistry (2)
CHE 450. Biochemistry I (4)*
CHE 451. Biochemistry Lab I (1)
CHE 452. Biochemistry II (4)
CHE 453. Biochemistry Lab II (2)
CHE 460. Chemical Literature (2)

C. Electives- Select six (6) units from the following:

BIO 314. Developmental Biology (3)
BIO 315. Developmental Biology Lab (1)
BIO 320. Cell Biology (3)
BIO 340. Genetics (3)**

*NOTE: Major students may substitute this course for General Education Area E. Please contact the University Advisement Center to request the course substitution.

**NOTE: Major students may substitute this course for General Education Area F2. Please contact the University Advisement Center to request the course substitution.

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

Lower Division

CHE 108 Introduction to College Chemistry (5).

Measurements, units, unit conversion, scientific notation, chemical stoichiometry, mole concept, structure of atoms and molecules. CR/NC grading. Four hours of lecture and three hours of laboratory per week.

CHE 110 General Chemistry I (5).

Prerequisites: CHE 108 or high school chemistry and satisfactory performance on the General Chemistry Placement test.

Chemical stoichiometry, atomic structure, periodic table, quantum theory, gases, thermochemistry, ionic bonding, Lewis formulas, liquids, solids, solutions. Four hours of lecture and three hours of laboratory per week.

CHE 112 General Chemistry II (5).

Prerequisite: CHE 110.

Chemical kinetics, equilibria, thermodynamics, acids and bases, solubility, electrochemistry, covalent bonding, transition metal complexes. Four hours of lecture and three hours of laboratory per week.

CHE 230 Quantitative Analysis (4).

Prerequisite: CHE 112.

Introduction to the techniques and theory of gravimetric and volumetric analyses, colorimetry, flame photometry and electroanalytical procedures. Two hours of lecture and six hours of laboratory per week. Laboratory fee required.

Upper Division

CHE 310 Organic Chemistry I (4).

Prerequisite: CHE 112; Corequisite: CHE 311.

Systematic study of organic compounds, with emphasis on molecular structure and reaction mechanisms; stereochemistry; aliphatic compounds.

CHE 311 Organic Chemistry Laboratory I (1).

Prerequisite: CHE 112; Corequisite: CHE 310.

Techniques of separation and purification of organic compounds. Introduction to organic synthesis. Three hours of laboratory per week. Fee required.

CHE 312 Organic Chemistry II (3).

Prerequisites: CHE 310, CHE 311; Corequisite: CHE 313.

A continuation of CHE 310 with emphasis on aromatic systems. Introduction to spectroscopy. Structures and reactions of organic compounds containing oxygen and nitrogen.

CHE 313 Organic Chemistry Laboratory II (2).

Prerequisites: CHE 310, CHE 311; Corequisite: CHE 312.

Organic synthesis, introduction to spectroscopy. Qualitative organic analysis. Six hours of laboratory per week. Fee required. Three hours of laboratory per week. Fee required.

CHE 320 Physical Chemistry I (5).

Prerequisites: CHE 112 and CHE 230; MAT 193; PHY 132.

PHY 122 may be substituted for PHY 132 by students in the biochemistry option and by non-chemistry majors, with consent of instructor. Principles and applications of classical thermodynamics and chemical kinetics. Introduction to computer based techniques of treating scientific data.

CHE 322 Physical Chemistry II (3).

Prerequisite: CHE 320.

Introduction to group theory, quantum chemistry, spectroscopy and statistical thermodynamics.

CHE 420 Advanced Applications for Chemistry (2).

Prerequisite: CHE 320.

Advanced applications for chemistry including computational techniques, molecular modeling, combinatorial approaches to synthesis, data acquisition and analysis, and use of computers to simulate spectral data. One hour of lecture and two hours of activity per week.

CHE 450 Biochemistry I (4).

Prerequisites: CHE 230, CHE 312 and CHE 313, or CHE 316 and CHE 317; Corequisite: CHE 451.

The chemistry of amino acids and proteins; the chemistry and metabolism of carbohydrates and lipids; energetics in living systems.

CHE 451 Biochemistry Laboratory I (1).

Prerequisites: CHE 230, CHE 312, and CHE 313, or CHE 316 and CHE 317; Corequisite: CHE 450.

Biochemistry laboratory experiments using advanced techniques for separation and analysis of biologically active compounds. Three hours of laboratory per week. Fee required.

CHE 452 Biochemistry II (4).

Prerequisite: CHE 450; Corequisite: CHE 453.

Metabolism of nitrogenous compounds, discussion of nucleic acid structure/function and metabolic control.

CHE 453 Biochemistry Laboratory II (2).

Prerequisite: CHE 451; Corequisite: CHE 452.

Biochemistry experiments using advanced techniques for the isolation and purification of macromolecules, and for determination of their activity or function. Six hours of laboratory per week.

CHE 460 Chemical Literature (2).

Prerequisites: CHE 312 and CHE 320 or consent of instructor.

Chemical literature, including the nature, content, and accessibility. Modern electronic search and retrieval techniques. CR/NC grading.

BIOLOGY

College of Natural and Behavioral Sciences

Department of Biology

Bachelor of Arts

Bachelor of Science

Cellular and Molecular Biology Option

Ecology and Environmental Biology Option

Microbiology Option

Minors

Biology

Microbiology

Subject Matter Preparation Program

Specific Biological Sciences Subject Matter Authorization

Master of Science

Faculty

Helen Chun, Department Chair

Hee-Kwang Choi, Graduate Program Coordinator

H.K. Choi, Helen Chun, Karin Kram, Thomas Landefeld, Terrence McGlynn,

Davood Soleymani, Kathryn Theiss, John Thomlinson, Fang Wang

Department Office: NSM A-143, (310) 243-3381

Emeriti Faculty

David E. Brest, Lois W. Chi, Evelyn Tutt Childress, Robert V. Giacosis, Carol Guze, Gene A.

Kalland, Getachew Kidane, Richard Kuramoto, Francis McCarthy, Laura M. Phillips, John

Roberts, Laura Robles

Program Description

The Biology Program at CSU Dominguez Hills is designed to provide students with intensive, progressive and balanced learning experiences in cell and molecular biology, organismal biology, population and community biology, and environmental science.

The Biology Department offers students seven programs from which to choose: 1) An undergraduate program which awards the Bachelor of Arts Degree; 2) Three undergraduate major options that award the Bachelor of Science Degree: a Cellular and Molecular Biology Option, an Ecology and Environmental Biology Option and a Microbiology Option; 3) Two minor programs: a General Minor and a Microbiology Minor; 4) A Biological Science Subject Matter Preparation Program for students pursuing a secondary teaching credential; 5) A graduate program which awards the Master of Science Degree.

Features

The most important feature of the Biology Department is its excellent faculty, all members of which hold the doctorate. They are dedicated to excellence in teaching and are active in basic and applied research and other scholarly activities. The department currently has more than \$1.5 million in private foundation, federal and international research grants. Another attractive feature of the department is its small class size. This allows students to interact frequently and effectively with instructors both within and outside of class. It also permits instructors to easily identify students in need of additional assistance, and to supply such assistance.

The Biology Department's teaching and research facilities are modern and well equipped. Special facilities and equipment that are available for student use include a tissue culture laboratory, controlled temperature rooms, a greenhouse and a nature preserve. In addition to on-campus facilities, students may study marine biology and desert biology through the use of facilities available in the Southern California Ocean Studies Consortium and the Desert Studies Consortium. Excellent computer and library facilities also are available.

Since the Biology faculty maintains several diverse research programs that are well supported with public and private funds, the department can provide both undergraduate and graduate students with opportunities to actively participate in research. Biology students have been successful, not only in conducting research, but in presenting reports at scientific meetings, publishing their findings and in receiving national recognition for the high quality of their work.

Academic Advisement

The Biology Department requires that each semester prior to or during registration, students meet with their biology advisor to review their progress, select new courses, update their advisement file (departmental files are maintained for all majors and graduate students), and to discuss any special problems they may have encountered.

Preparation

Students who plan to enter the biology program directly from high school should prepare by completing four years of English, including composition; algebra, geometry, trigonometry, and pre-calculus if available; and at least one year each of biology, chemistry and physics.

Students transferring from a community college should have completed one semester of calculus or, if not taken in high school, algebra, geometry and trigonometry, and one year each of introductory chemistry and biology (3 semester course) designed for the transfer major.

Career Possibilities

A student in the Biology Department will be prepared to pursue a variety of career opportunities, depending on the curricular program chosen. An undergraduate major may choose any of the options. The Cellular and Molecular Biology Option can fulfill the major entrance requirements for professional schools of medicine, dentistry, veterinary medicine, pharmacy, optometry, podiatry and medical technology, or prepare the student for further graduate study in biology. Biology graduates from CSU Dominguez Hills have competed successfully for admission to professional and graduate schools in California and elsewhere. Students also may use the Cellular and Molecular Biology Option to prepare for careers in teaching, research, government, academia or the biotechnology industry. The Ecology and Environmental Biology option will prepare students for graduate studies or careers with federal, state, and local agencies, non-governmental organizations (NGOs), and consultants and careers in teaching, among others. The Microbiology Option provides training in microbiology, medical microbiology, immunology and

related courses (virology, mycology and parasitology) for students interested in a career in applied biology, biomedical research or allied fields.

Students may prepare for a career in teaching science at the secondary level (junior high or high school) by completing an approved "Subject Matter Preparation Program." Completion of such a program is the first step in meeting the state requirements for a teaching credential. Interested students should consult the departmentally designated advisor for current information.

The Master of Science program in Biology will provide students with an in-depth background suitable for pursuing a career in biological research, teaching or in a related field such as public health, psychology and human services. Students may develop a program of courses and research that is tailor-made to their individual needs within the areas of expertise of their advising faculty. The graduate program also can establish a strong foundation for professional training in medicine, dentistry, paramedical areas and Ph.D. programs.

Pre-Medical Professions Training in Biology

Students who wish to satisfy the entrance requirements of professional schools of medicine, dentistry, veterinary medicine, or other medical areas usually choose to major either in chemistry or biology. Students majoring in biology and seeking admission to a medical school in California should complete the requirements for the Biology Degree and take the following courses. They should first make an appointment through the biology department office to see the Pre-Health Advisor.

CHE 310. Organic Chemistry I (4) and

CHE 311. Organic Chemistry Laboratory I (1)

CHE 312. Organic Chemistry II (3) and

CHE 313. Organic Chemistry Laboratory II (2)

Also recommended are the following courses which are suggested by many medical schools:

BIO 314. Developmental Biology (3)

BIO 315. Developmental Biology Laboratory (1)

CHE 230. Quantitative Analysis (4)

CHE 450. Biochemistry I (4)

CHE 451. Biochemistry Laboratory I (1)

The following courses are not usually required for inclusion in premedical programs of study, but it is recommended that students consider them when planning their academic program. Many former students have found them to be a valuable preview of courses that must be taken in medical school.

BIO 422. Histology (3)

BIO 424. Histology Laboratory (1)

BIO 453. Endocrinology (3)

BIO 483. Human Physiology (3)

Graduation with Honors

An undergraduate student may be a candidate for graduation with Honors in Biology provided the following criteria are satisfied:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum grade point average of 3.5 in all courses used to satisfy the upper division requirements in the major;
3. Recommendation by the Biology Department faculty.

Students who achieve Honors in Biology will have the information recorded on their transcripts and diplomas.

Bachelor of Arts in Biology

Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

General Education Requirements (45-50 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings. Please note that Biology Majors are not required to take classes listed in Area B of the General Education requirements.

Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

Minor Requirements

Single-field major. No minor is required, though it is recommended.

Major Requirements (64-67 units)

All courses applied to the B.A. in Biology must be passed with a grade of "C" or better.

A. Prerequisite Courses (41 units):

- BIO 120. Principles of Biology I (3)
- BIO 121. Principles of Biology I Laboratory (1)
- BIO 122. Principles of Biology II (3)
- BIO 123. Principles of Biology II Laboratory (1)
- BIO 124. Principles of Biology III (3)
- BIO 125. Principles of Biology III Laboratory (1)
- BIO 220. Molecular Biology (3)
- BIO 221. Molecular Biology Laboratory (1)
- CHE 110. General Chemistry I (5)
- CHE 112. General Chemistry II (5)
- CHE 316. Survey of Organic Chemistry (3) and
- CHE 317. Survey of Organic Chemistry Laboratory (1)
- MAT 131. Elementary Statistics & Probability (3)
- PHY 120. Elements of Physics I (4)
- PHY 122. Elements of Physics II (4)

B. Core Upper Division Requirements (10 units):

- BIO 320. Cell Biology (3)
- BIO 340. Genetics (3)*
- BIO 342. Cell and Genetics Laboratory (1)
- BIO 490. Senior Project (3)**

C. Additional Upper Division Requirements (13-16 units)

1. Select one course and the respective laboratory from the following (4 units):

BIO 310. Plant Physiology (3)

BIO 311. Plant Physiology Laboratory (1)

BIO 312. Animal Physiology (3)

BIO 313. Animal Physiology Laboratory (1)

BIO 314. Developmental Biology (3)

BIO 315. Developmental Biology Laboratory (1)

BIO 324. Microbiology (3)

BIO 325. Microbiology Laboratory (1)

BIO 326. General Microbiology (3)

BIO 327. General Microbiology Laboratory (1)

2. Select three additional upper division biology courses (9-12 units).

*NOTE: Major students may substitute this course for General Education Area F2. Please contact the University Advisement Center to request the course substitution.

**NOTE: Major students may substitute this course for General Education Area E. Please contact the University Advisement Center to request the course substitution.

Bachelor of Science in Biology

Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 or a maximum of 132 units.

General Education Requirements (45-50 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings. Please note that Biology Majors are not required to take classes listed in Area B of the General Education requirements.

Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

Minor Requirements

Single field major, no minor required. However, for students who wish to complete the Biochemistry minor, Organic Chemistry is considered a pre-requisite class for both programs and therefore can be double counted for both major and minor requirements.

Major Requirements (76-84 units)

Students must select one of the options listed.

All courses applied to the B.S. in Biology must be passed with a grade of "C" or better.

Cellular and Molecular Biology Option (76-81 units)

A. Lower Division Requirements (41-44 units)

BIO 120. Principles of Biology I (3)
BIO 121. Principles of Biology I Laboratory (1)
BIO 122. Principles of Biology II (3)
BIO 123. Principles of Biology II Laboratory (1)
BIO 124. Principles of Biology III (3)
BIO 125. Principles of Biology III Laboratory (1)
BIO 220. Molecular Biology (3)
BIO 221. Molecular Biology Laboratory (1)
CHE 110. General Chemistry I (5)
CHE 112. General Chemistry II (5)
MAT 131. Elementary Statistics and Probability (3)
MAT 171. Survey of Calculus I (4) or
MAT 191. Calculus I (5)
PHY 120. Elements of Physics I (4) and
PHY 122. Elements of Physics II (4) or
PHY 130. General Physics I (5) and
PHY 132. General Physics II (5)

B. Upper Division Requirements (35-37 units)

1. Required courses (21-23 units):

BIO 320. Cell Biology (3)
BIO 340. Genetics (3)*
BIO 342. Cell and Genetics Laboratory (1)
BIO 421. Advanced Molecular Biology (3) or
BIO 440. Molecular Genetics (3)
BIO 490. Senior Project (3)**
CHE 310. or CHE 300. Organic Chemistry I (4, 3) and
CHE 311. or CHE 301. Organic Chemistry I Laboratory (1)
CHE 312. or CHE 302. Organic Chemistry II (3) and
CHE 313. or CHE 303. Organic Chemistry Laboratory II (2, 1)
2. Select one course and the respective lab from the following (4 units):

BIO 310. Plant Physiology (3)
BIO 311. Plant Physiology Laboratory (1)
BIO 312. Animal Physiology (3)
BIO 313. Animal Physiology Laboratory (1)
BIO 314. Developmental Biology (3)
BIO 315. Developmental Biology Laboratory (1)
BIO 324. Microbiology (3)
BIO 325. Microbiology Laboratory (1)
BIO 326. General Microbiology (3)
BIO 327. General Microbiology Laboratory (1)

3. Select a minimum of 10 additional units of upper division Biology or Chemistry Courses (10 units).

Ecology and Environmental Biology Option (76-81 units)

A. Lower Division Requirements (41-44 units):

BIO 120. Principles of Biology I (3)
BIO 121. Principles of Biology I Laboratory (1)
BIO 122. Principles of Biology II (3)
BIO 123. Principles of Biology II Laboratory (1)
BIO 124. Principles of Biology III (3)
BIO 125. Principles of Biology III Laboratory (1)
BIO 220. Molecular Biology (3)
BIO 221. Molecular Biology Laboratory (1)
CHE 110. General Chemistry I (5)
CHE 112. General Chemistry II (5)
MAT 131. Elementary Statistics and Probability (3)
MAT 171. Survey of Calculus I (4) or
MAT 191. Calculus I (5)
PHY 120. Elements of Physics I (4) and
PHY 122. Elements of Physics II (4) or
PHY 130. General Physics I (5) and
PHY 132. General Physics II (5)

B. Upper Division Requirements (35-37 units)

1. Required courses (18 units):

BIO 310. Plant Physiology (3)
BIO 311. Plant Physiology Laboratory (1)
BIO 312. Animal Physiology (3)
BIO 313. Animal Physiology Laboratory (1)
BIO 332. Ecology (3)
BIO 333. Ecology Laboratory (1)
BIO 340. Genetics (3)*
BIO 490. Senior Project (3)**

2. Restricted elective courses. Select a series from the following (4-10 units):

CHE 310. or CHE 300. Organic Chemistry I (4, 3) and
CHE 311. or CHE 301. Organic Chemistry I Laboratory (1)
CHE 312. or CHE 302. Organic Chemistry II (3) and
CHE 313. or CHE 303. Organic Chemistry Laboratory II (2, 1) or
CHE 316. Survey of Organic Chemistry (3) and
CHE 317. Survey of Organic Chemistry Laboratory (1)

3. Open elective courses. Select a minimum of 9-15 additional units of upper division Biology, Chemistry, Anthropology or Earth Science courses approved by a Biology advisor. (9-15 units).

Microbiology Option (79-84 units)

A. Lower Division Requirements (41-44 units):

BIO 120. Principles of Biology I (3)
BIO 121. Principles of Biology I Laboratory (1)
BIO 122. Principles of Biology II (3)
BIO 123. Principles of Biology II Laboratory (1)
BIO 124. Principles of Biology III (3)
BIO 125. Principles of Biology III Laboratory (1)

BIO 220. Molecular Biology (3)
BIO 221. Molecular Biology Laboratory (1)
CHE 110. General Chemistry I (5)
CHE 112. General Chemistry II (5)
MAT 131. Elementary Statistics and Probability (3)
MAT 171. Survey of Calculus I (4) or
MAT 191. Calculus I (5)
PHY 120. Elements of Physics I (4) and
PHY 122. Elements of Physics II (4) or
PHY 130. General Physics I (5) and
PHY 132. General Physics II (5)

B. Upper Division Requirements (29-31 units):

BIO 320. Cell Biology (3)
BIO 324. Microbiology (3)
BIO 325. Microbiology Laboratory (1)
BIO 340. Genetics (3)*
BIO 425. Medical Bacteriology (2)
BIO 435. Medical Bacteriology Laboratory (2)
BIO 426. Immunology (3)
BIO 436. Immunology Laboratory (1)
BIO 490. Senior Project (3)**
CHE 310. or CHE 300. Organic Chemistry I (4, 3) and
CHE 311. or CHE 301. Organic Chemistry I Laboratory (1)
CHE 312. or CHE 302. Organic Chemistry II (3) and
CHE 313. Or CHE 303. Organic Chemistry Laboratory II (2, 1)

C. Electives: Select a minimum of 9 units from the following:

BIO 420. Histotechnology (2) and
BIO 419. Histotechnology Laboratory (2)
BIO 421. Advanced Molecular Biology (3)
BIO 422. Histology (3) and
BIO 424. Histology Laboratory (1)
BIO 428. Virology (3)
BIO 458. Human Parasitology (3) and
BIO 459. Human Parasitology Laboratory (1)
BIO 491. Seminar in Biological and Biomedical Research (1)
CHE 450. Biochemistry I (4) and
CHE 451. Biochemistry Laboratory I (1) or
CHE 456. Clinical Chemistry (3)

*NOTE: Major students may substitute this course for General Education Area F2. Please contact the University Advisement Center to request the course substitution.

**NOTE: Major students may substitute this course for General Education Area E. Please contact the University Advisement Center to request the course substitution.

Minor in Biology (19-21 units)

The Biology Minor requires 19-21 units: 7-9 units are lower division requirements, which may also be used, where allowed, to satisfy General Education requirements; 12 units of upper division biology courses are required.

A. Lower Division Requirements (7-9 units):

BIO 102. General Biology (3) and
BIO 103. General Biology Laboratory (1) or
BIO 120. Principles of Biology I (3) and
BIO 121. Principles of Biology I Laboratory (1)
CHE 102. Chemistry for the Citizen (3) or
CHE 110. General Chemistry I (5)

B. Upper Division Requirements (12 units):

Select any 12 units of upper division biology courses; BIO 250 or BIO 254 may be included in the 12 units. At least three courses, or nine of the 12 units required must be upper division and at least six units must be taken in residence. No more than three units may be from BIO 394, Independent Study.

Students may select from the list below and/or any 300 and 400 level biology courses for which they have met the prerequisites.

BIO 250. Elements of Human Anatomy and Physiology (3) or
BIO 254. Human Biology (3)
BIO 336. Environmental Biology (3)
BIO 346. Human Heredity (3)
BIO 370. Biological Basis of Human Behavior (3)
BIO 374. Drug Abuse (3)
BIO 380. Biology of Childhood and Adolescence (3)
BIO 386. Human Aging (3)
BIO 395. Special Topics in Biology (2, 3)

Minor in Microbiology (44-47 units)

The Microbiology Minor requires 44-47 units: 18 units are lower division courses, which also may be used, where allowed, to satisfy General Education requirements; 26-29 units of upper division biology and chemistry courses are required.

A. Lower Division Requirements (18 units):

BIO 120. Principles of Biology I (3)
BIO 121. Principles of Biology I Laboratory (1)
BIO 122. Principles of Biology II (3)
BIO 123. Principles of Biology II Laboratory (1)
CHE 110. General Chemistry I (5)
CHE 112. General Chemistry II (5)

B. Upper Division Requirements (26-29 units)

1. Required Courses (18-21 units):

BIO 320. Cell Biology (3) or
CHE 450. Biochemistry I (4) and
CHE 451. Biochemistry Laboratory I (1)

BIO 324. Microbiology (3)
BIO 325. Microbiology Laboratory (1)
BIO 426. Immunology (3)
BIO 436. Immunology Laboratory (1)
BIO 428. Virology (3)
CHE 310. Organic Chemistry I (4) and
CHE 311. Organic Chemistry Laboratory I (1) or
CHE 316. Survey of Organic Chemistry (3) and
CHE 317. Survey of Organic Chemistry Laboratory (1)
2. Select 8 units from the following (8 units):
BIO 310. Plant Physiology (3)
BIO 311. Plant Physiology Laboratory (1)
BIO 425. Medical Bacteriology (2)
BIO 435. Medical Bacteriology Laboratory (2)
BIO 458. Human Parasitology (3)
BIO 459. Human Parasitology Laboratory (1)
CHE 452. Biochemistry II (4)

Subject Matter Preparation Program in Biology

The Subject Matter Preparation Program is authorized by the California Commission on Teacher Credentialing. This course of study includes a number of prescribed courses that address proficiency standards for content knowledge required for the Single Subject credential in Biological Sciences. Interested students should contact the departmentally designated advisor for current information.

Specific Biological Sciences Subject Matter Authorization (32 units)

Holders of a Single Subject or Multiple Subject credential issued by the California Commission on Teacher Credentialing may secure an additional Specific Biological Sciences Subject Matter Authorization that allows the holder to teach the specific subjects in grades preschool, K-12, and classes organized primarily for adults.

For other requirements governing issuance of this authorization, consult the Teacher Education section of this catalog or contact the College of Education Student Services Center.

Complete each of the following courses or equivalent as approved by the Biology Department Advisor:

A. Lower Division (21 units):

BIO 120. Principles of Biology I (3)
BIO 121. Principles of Biology I Laboratory (1)
BIO 122. Principles of Biology II (3)
BIO 123. Principles of Biology II Laboratory (1)
BIO 124. Principles of Biology III (3)
BIO 125. Principles of Biology III Laboratory (1)
BIO 250. Elements of Human Anatomy and Physiology (3)
BIO 251. Elements of Human Anatomy and Physiology Laboratory (1)
CHE 110. General Chemistry I (5)

B. Upper Division (11 units):

BIO 324. Microbiology (3)

BIO 325. Microbiology Laboratory (1)
BIO 336. Environmental Biology (3)
BIO 360. Marine Biology (3)
BIO 361. Marine Biology Laboratory (1)

Master of Science in Biology

About the Master's Program

The Master's Program in Biology is a two-year program in which a student must complete a required core of courses and additional elective courses. The academic program is expected to culminate in a thesis. During the first semester of the program, the student should choose a major advisor who will assist him or her in the choice of elective courses. The major advisor will chair the student's advisory committee for the thesis. Two additional members of the student's graduate advisory committee will need to be selected.

The graduate program can provide a strong background for future study in a doctoral program. It also provides graduate training as preparation for professional studies in medicine, dentistry or other health science fields. Students with a master's degree in biology are also prepared for a career in teaching and/or research.

Many graduate classes are scheduled to accommodate late afternoon and evening students.

Admission Requirements

Requirements for admission as a classified graduate student are a bachelor's degree in biology or a related field with a minimum grade point average of 2.75 in the last 60 semester (90 quarter) units of upper division course work, completion of the Graduation Writing Assessment Requirement (GWAR) at the graduate level and completion of courses equivalent to the CSU Dominguez Hills' degree in biology. Specifically, a student must have completed an upper division course in each of the subject areas listed below with a grade of "B" or better.

Subject Area

Cell Biology

Genetics

Experimental Laboratory

Animal, Human or Microbial Physiology

Evolution or Ecology

Statistics

Students who do not satisfy all these requirements may be admitted as a second baccalaureate student while they complete the requirements. Students who meet all but one requirement may be admitted as a conditionally classified graduate student at the discretion of the Biology Graduate Committee. They must meet any conditions by the end of the first year in that status. Final decision on admission to the graduate program is made by the Biology Graduate Committee.

Admission Procedures

Prospective graduate students must:

1. Submit an application to the University for admission (or readmission) with graduate standing, and official transcripts of all previous college work following the procedures outlined in the Admissions section of the University Catalog.
2. Submit to the Biology Graduate Program Coordinator, NSM A-143, CSU Dominguez Hills, 1000 E. Victoria St., Carson, CA 90747.

1. a second set of official transcripts;
2. a letter describing interests, goals and expectations in pursuing the master's degree in biology;
3. three letters of recommendation sent directly from individuals who can evaluate potential for graduate study;
4. verification of completion of the Graduation Writing Assessment Requirement (GWAR) either by passing the Graduation Writing Examination (GWE) with a grade of eight or better or passing an approved course with a grade of "B" or better, before the student has completed 9 semester units;
5. a departmental application.

Degree Requirements (30 units)

The Master of Science Degree in Biology requires completion of 30 units, at least 15 of which must be graduate (500-level) courses in biology.

A. Required Courses (19 units):

- BIO 421. Advanced Molecular Biology (3) or
- BIO 440. Molecular Genetics (3)
- BIO 501. Biological Literature (3)
- BIO 502. Biostatistics (3)
- BIO 503. Biological Instrumentation (3)
- BIO 520. Advances in Cell and Molecular Biology (3)
- BIO 590. Graduate Seminar (2, 2)

B. Electives (11 units):

Select from the following:

1. Other graduate (500 level) courses in biology. A required course indicated as being repeatable may be used both as a required course and as an elective.
2. Upper division (400 level) courses in biology.
3. BIO 597. Directed Reading (1-3)
4. BIO 598. Directed Research (1-3)
5. BIO 599. Thesis (1-4)

NOTE: Students completing a thesis may count a maximum of nine units of BIO 597, BIO 598 and BIO 599 combined. However, no more than six units of BIO 599 may be applied to the degree.

4. Any of the following courses:

- CHE 320. Physical Chemistry I (5)
- CHE 450. Biochemistry I (4)

CHE 451. Biochemistry Laboratory I (1)

CHE 452. Biochemistry II (4)

CHE 453. Biochemistry Laboratory II (2)

Students must take all courses within five years of the date of graduation. If approved by the Graduate Committee and the Graduate Dean, a student may revalidate a limited number of courses. However, under no circumstances can a course taken more than seven years before graduation be revalidated and counted in the program.

Grades

An overall "B" average is required in courses in the student's program and all courses must be passed with a grade of "B-" or above.

C. Thesis

Each student should select a major advisor to guide them in their program. The student and the major advisor will select two more faculty to serve as the student's graduate committee. At least two of the committee, including the chair, must be faculty from the CSUDH biology department. When additional expertise is required, the third member may be a faculty member from another department, or other academic institution.

The thesis is appropriate for all students and a necessity for those who plan a career in research and plan to continue to a doctoral program. The student and his or her major advisor will prepare a one or two page hypothesis-based proposal of the thesis research along with the time line of no more than two years to completion. This proposal is also to be approved by the two other members of the student's thesis committee and submitted to the Biology Graduate Committee for review and approval.

Upon the completion and acceptance of the thesis, the student and his or her advisor will arrange for an oral defense of the thesis. This ordinarily takes the form of a seminar to which the faculty, students and public are invited to attend.

D. Continuing Student Status

Students must maintain continuous enrollment throughout their time in the graduate program.

Students who miss a semester will have to reapply to the university and to the program.

Students who have completed their course work and are working on their thesis may enroll in BIO 600 Graduate Continuation Course (0 units) to maintain continuous attendance. Students must be enrolled the semester they graduate.

E. Biology Graduate Program Policy on Revalidation of Outdated Course Work

The Biology Department requires that all course work taken in the master's degree program be completed within the five years immediately preceding the date of graduation.

Revalidation of outdated course work may be requested from the University Graduate Studies Office through the Biology Graduate Coordinator. Outdated course work means courses that were completed earlier than five years, and no more than seven years, immediately preceding the date of graduation. The request must be accompanied by a petition from the Biology Graduate Committee that verifies that the student has done one of the following:

1. repeated the course and passed it with a grade of "B" or better;
2. taken the exams and completed the assignments of the course as it is currently offered and earned a grade of "B" or better;

3. taken and passed a special section of the written comprehensive which covers the course contents.

The choice of the revalidation method is at the discretion of the Biology Graduate Committee.

F. Classified Standing

If a student has been admitted as conditionally classified, he or she must fulfill the conditions for classified standing by the end of the first year after admission. The student must submit an application for classified standing to the Dean of Graduate Studies, who will forward the request to the Biology Graduate Coordinator. To receive classified standing, the student must have:

1. completed all prerequisite courses and requirements including the GWAR;
2. a grade point average of 3.0 or better in all courses taken at CSUDH and received a grade of B- or better in all courses.

G. Advancement to Candidacy

An application for advancement to candidacy is submitted when the student has completed most of the course work and is completing the thesis. Application is made through the Biology Graduate Coordinator and must be done before the student can complete the thesis. This application will list the student's program of courses and other requirements which must be completed for the degree.

The student should have:

1. classified standing;
2. completed all required courses;
3. taken the GRE by the semester he/she applies for graduation;
4. maintained a minimum grade point average of 3.0 and received a grade of B- or better in all courses taken in the graduate program;
5. approval of his or her thesis proposal by the graduate advisor and committee.

The Graduate Program Coordinator sends the advancement to candidacy form to the College Dean and Graduate Dean who forwards it to the graduation unit of the Registrar's Office. It is used for the degree check after the student has submitted an Application for Graduation form to the Office of the Registrar.

H. Master's Requirements

In addition to the program requirements, students must meet all university requirements for the master's degree. Students should consult the section of the catalog entitled "Requirements for the Master's Degree."

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

Lower Division

BIO 102 General Biology (3).

Representative topics in modern biology, emphasizing the present state of knowledge and the major means whereby this knowledge is being expanded. Three hours of lecture per week.

BIO 103 General Biology Laboratory (1).

Prerequisite: BIO 102 (may be taken concurrently).

Laboratory work and demonstrations in representative areas of modern biology. Emphasizes scientific methodology. Three hours of laboratory per week.

BIO 120 Principles of Biology I (3).

Prerequisite: CHE 108 or satisfactory performance on General Chemistry Placement Test. CHE 110 is recommended. Co-requisite: BIO 121.

Introduction to basic biological concepts including biochemistry and macromolecules, the structure and function of cells, basic genetic principles, DNA replication, transcription and translation. Three hours of lecture per week.

BIO 121 Principles of Biology I Laboratory (1).

Co-requisite: BIO 120.

Laboratory investigations of the properties of biological molecules and cells, metabolism, and patterns of inheritance. Modern laboratory techniques and application of the scientific method are emphasized. Three hours of laboratory per week.

BIO 122 Principles of Biology II (3).

Prerequisites: BIO 120 and BIO 121, CHE 108 or satisfactory performance on General Chemistry Placement Test. CHE 110 is recommended. Co-requisite: BIO 123.

Introduction to basic biological concepts, including biology of prokaryotes, fungi, plants, invertebrates, and vertebrates, the anatomy and physiology of select organ systems. Three hours of lecture per week.

BIO 123 Principles of Biology II Laboratory (1).

Co-requisite: BIO 122.

Laboratory investigations demonstrating the major properties of the animal kingdom, plant structure and reproduction, vertebrate organ systems and animal fertilization. Application of the scientific method is emphasized. Three hours of laboratory per week.

BIO 124 Principles of Biology III (3).

Prerequisites: BIO 122 and BIO 123. Co-requisite: BIO 125.

Introduction to basic concepts of evolution and ecology, including Darwinian evolution, biogeography, biodiversity, genomics, biomes, coevolution, and population, community, ecosystem, landscape, behavioral ecology. Three hours of lecture per week.

BIO 125 Principles of Biology III Laboratory (1).

Co-requisite: BIO 124

Fossils and stratigraphy, population genetics and ecology, field measurements in ecology and field trips to local ecosystems. Three hours of laboratory per week.

BIO 190 Introduction to Marine Life (3).

General aspects of marine biology including the principles of physical and biological oceanography, the biological processes of marine life and the ecology of marine environments. Not open for credit toward the Biology Major.

BIO 195 Selected Topics in Biology (2, 3).

Introductory course of special interest in Biology for entry level students. Topic and content will vary as announced. Two to three hours of lecture per week. Not open for credit toward the Biology major.

BIO 220 Molecular Biology (3).

Prerequisite: BIO 122, BIO 123 and CHE 110. Co-requisite: BIO 221.

Principles of molecular biology including DNA replication, transcription, translation, DNA recombination and repair and gene regulation. Emphasis on prokaryotic and eukaryotic systems. Three hours of lecture per week.

BIO 221 Molecular Biology Laboratory (1).

Co-requisite: BIO 220.

Basic laboratory techniques used in molecular biology, including DNA recombination, cDNA synthesis, PCR, transfection, gel electrophoresis, protein purification, immunoblotting. Required laboratory reports. Three hours of laboratory per week.

BIO 250 Elements of Human Anatomy and Physiology (3).

Prerequisite: BIO 102 or **BIO 120** or equivalent.

Basic principles of anatomical structure and physiological processes of human organ systems. Not open for credit toward the Biology major. Three hours of lecture per week.

BIO 251 Elements of Human Anatomy and Physiology Laboratory (1).

Co-requisite: BIO 250.

Laboratory work and demonstration in the anatomical structure and processes occurring in man. Not open for credit toward the Biology major. Three hours of laboratory per week.

BIO 254 Human Biology (3).

Prerequisite: BIO 102 or equivalent.

Biological aspects of humans with emphasis on structure and function of organ systems. Additional topics may include human origins, diseases, and health aspects of human genetics and the environment. Not open for credit towards the Biology major. Three hours of lecture per week.

Upper Division

BIO 310 Plant Physiology (3).

Prerequisites: BIO 124, BIO 125. Co-requisite: BIO 311.

An introduction to cell metabolism in plants. Topics include photosynthesis, respiration, amino acid synthesis and lipid metabolism. Physiology of plants, including hormones, photoperiodism and circadian rhythms, will also be covered. Three hours of lecture per week.

BIO 311 Plant Physiology Laboratory (1).

Co-requisite: BIO 310.

Associated laboratory to BIO 310. Topics include photosynthesis, respiration, amino acid synthesis and lipid metabolism. Physiology of plants, including hormones, photoperiodism and circadian rhythms, will also be covered. Three hours of laboratory per week.

BIO 312 Animal Physiology (3).

Prerequisites: BIO 124, BIO 125. Co-requisite: BIO 313.

Introduction to comparative animal physiology with emphasis on the vertebrates. Topics include gas exchange, circulatory function, digestion temperature regulation, metabolism, osmoregulation and excretion. Three hours of lecture per week.

BIO 313 Animal Physiology Laboratory (1).

Co-requisite: BIO 312.

Laboratory work and demonstration of the principles on how physiological systems work in normal and stressed conditions. Exercises coordinate with and reinforce material presented in BIO 312. Three hours of laboratory per week.

BIO 314 Developmental Biology (3).

Prerequisites: BIO 124, BIO 125. Co-requisite: BIO 315.

Development of animals from gametogenesis through organogenesis. Organismic approach to vertebrate embryonic development with emphasis on chick and selected comparison to frog and mammals. Three hours of lecture per week.

BIO 315 Developmental Biology Laboratory (1).

Co-requisite: BIO 314.

Laboratory work and examination of the developmental anatomy in the frog and chick embryos, fertilization and early development of sea urchin and isolation of chick muscle, organs and whole embryos. Three hours of laboratory per week.

BIO 320 Cell Biology (3).

Prerequisites: BIO 220, BIO 221; CHE 310, CHE 311 or CHE 316, CHE 317.

Structure and function of eukaryotic cells with emphasis on the role of organic macromolecules, mechanisms of energy metabolism, DNA and protein synthesis, protein sorting, endo- and exocytosis, cell signaling, cytoskeletal elements, biotechnology and cell research techniques. Three hours of lecture per week.

BIO 324 Microbiology (3).

Prerequisite: BIO 122 and BIO 123. Recommended: CHE 310 and CHE 311 or CHE 316 and CHE 317. Co-requisite: BIO 325.

The morphology, physiology, genetics and classification of microorganisms; applied aspects of microbiology. Basic bacteriological techniques included in the laboratory. Three hours of lecture per week.

BIO 325 Microbiology Laboratory (1).

Co-requisite: BIO 324.

Use of basic bacteriological techniques, including correct use of compound microscope, standard staining for microorganism identification, routine aseptic inoculations and culturing microbes. Three hours of laboratory per week.

BIO 326 General Microbiology (3)

Prerequisites: BIO 124 and BIO 125, CHE 110. Co-requisite: BIO 327.

Introduction to the biology of microorganisms. The course examines microbial structure, metabolism, genetics, and growth, and will discuss microorganisms in different ecological environments and their role in pathogenicity. Three hours of lecture per week.

BIO 327 General Microbiology Laboratory (1)

Co-requisite: BIO 326.

This laboratory course will introduce microbiology research and testing methods, including establishing experimental design. Basic techniques are emphasized, such as sterile techniques, culturing and microscopy. Students will be using methods to identify unknown microorganism. Three hours of laboratory per week.

BIO 332 Ecology (3).

Prerequisites: BIO 124, BIO 125. Co-requisite: BIO 333.

Concepts in ecology including energy flow, biogeochemical cycles, community structure, succession, and population growth and interaction. Sampling techniques and use of ecological instrumentation learned in laboratory. Three hours of lecture per week.

BIO 333 Ecology Laboratory (1).

Co-requisite: BIO 332.

Laboratory work demonstrating principles of ecology, specifically the physical environment, adaptations of individuals, populations, communities of plants and animals, ecosystem, evolutionary ecology, biodiversity and biogeography, and interactions of human beings with the environment. Three hours of laboratory per week.

BIO 336 Environmental Biology (3).

Prerequisite: BIO 102 or BIO 122.

Principles of ecology applied to contemporary environmental problems. Emphasis is placed upon human impact in Southern California. One day (18 hour) field trip is required. Not open for credit toward the Biology major.

BIO 340 Genetics (3).

Prerequisites: BIO 124, BIO 125, BIO 220, MAT 131. Recommended: CHE 310 and CHE 311 or CHE 316 and CHE 317.

Principles of heredity, gene expression at the molecular and organismic levels, variation and mutation. Three hours of lecture per week.

BIO 342 Cell and Genetics Laboratory (1).

Prerequisite: BIO 220 and BIO 221.

An introduction to modern techniques of biological research on cell biomolecules and genetics, with emphasis on microscopy, protein isolation and characterization, enzyme activity, electrophoresis of biomolecules, transformation and PCR. Three hours of laboratory per week.

BIO 346 Human Heredity (3).

Prerequisite: BIO 102 or equivalent.

Introduction to human genetics, including human reproduction. Mendelian inheritance, chemical basis of gene action, mutation, and eugenics. Not open for credit toward the Biology major or to students with credit in BIO 340.

BIO 360 Marine Biology (3).

Prerequisites: BIO 124, BIO 125. Co-requisite: BIO 361.

Introduction to the biology of marine life. Includes a review of common marine organisms and their taxonomic placement. Also includes an ecological perspective on marine planktonic, nektonic, and benthic communities with emphasis on the intertidal habitats of Southern California. Three hours of lecture per week.

BIO 361 Marine Biology Laboratory (1).

Co-requisite: BIO 360.

The laboratory is devoted to learning the plants and animals common to each of a variety of local marine habitats. Several field trips are required. Transportation to field sites is the responsibility of each student. Three hours of laboratory or field work per week.

BIO 370 Biological Basis of Human Behavior (3).

Prerequisite: BIO 102 or equivalent.

Biological structure and function as it relates to human behavior. Emphasis on the structure of the central and peripheral nervous systems, sensory systems, neurotransmission, endocrine

system and hormones, genetic influences, neuropharmacology and the impact of disease on human behavior. Not open for credit toward the Biology major.

BIO 374 Drug Abuse (3).

Prerequisite: BIO 102 or equivalent.

Introduction to the problem of drug abuse. The action of commonly abused drugs on the human nervous system will be examined including the physiological and behavioral effects which are produced. Not open for credit toward the Biology major.

BIO 380 Biology of Childhood and Adolescence (3).

Prerequisite: BIO 250 or BIO 254.

The physiology of growth and development through the second decade of life; reproductive maturation and the hormonal regulation of puberty; common illnesses, growth disorders and health hazards, including a brief introduction to venereal diseases and drug abuse. Not open for credit toward the Biology major.

BIO 386 Human Aging (3).

Prerequisite: BIO 250 or BIO 254.

The effects of aging on the structure and physiology of the human body and the effects of drugs used in the treatment of the elderly. Not open for credit toward the Biology major.

BIO 394 Independent Study (1,2,3).

Prerequisite: BIO 124, BIO 125.

Advanced library, field or laboratory work. A contract must be signed by the student and supervising faculty. Credit in this course is contingent upon completion of a written report of work accomplished. Not more than three units may be applied toward the Biology major or minor. Repeatable course.

BIO 395 Special Topics in Biology (2,3).

Prerequisites: BIO 102 or equivalent or consent of instructor.

Courses of special interest in Biology for students not majoring in the field. Topic and content will vary as announced. Not open for credit toward the Biology major. Repeatable course. Two or three hours of lecture per week.

BIO 416 Landscape Ecology (3).

Prerequisites: BIO 124 and BIO 125. Recommended: BIO 332 and BIO 333.

Interrelationships among ecosystems in space and time. How abiotic, biotic, and historical factors and disturbance combine to shape present-day landscapes. Use of computer technologies, such as remote sensing and geographic information systems, to study landscape characteristics. Three hours of lecture per week.

BIO 419 Histotechnique Laboratory (2).

Co-requisite: BIO 420.

Preparation of normal and abnormal tissues for microscopic study. Methods of preparation of tissues for sectioning with paraffin and freezing microtomes. Methods of fixation, dehydration, infiltration, embedding and sectioning tissues. Application of different stains on tissues. Six hours of laboratory per week.

BIO 420 Histotechnique (2).

Prerequisite: BIO 122, BIO 123. Co-requisite: BIO 419.

Preparation of tissues for microscopic study, with emphasis on paraffin embedding and staining. Two hours of lecture per week.

BIO 421 Advanced Molecular Biology (3).

Prerequisites: BIO 220, BIO 221, BIO 320, BIO 340, BIO 342, CHE 310 and CHE 311.

Recombinant DNA techniques used in the study of genome organization and gene structure, expression and regulation; emphasis on eukaryotic cells. One hour of lecture and six hours of laboratory per week.

BIO 422 Histology (3).

Prerequisites: BIO 122 and BIO 123.

Co-requisite: BIO 424.

Microscopic study of the structure and function of cells and tissues and their integration into organs. Three hours of lecture per week.

BIO 424 Histology Laboratory (1).

Co-requisite: BIO 422.

Microscopic study of the structure and function of cells and tissues and their integration into organs. Three hours of laboratory per week.

BIO 425 Medical Bacteriology (2).

Prerequisites: BIO 324, BIO 325, CHE 310, CHE 311 or CHE 316, CHE 317. Co-requisite: BIO 435.

Characteristics of bacterial agents in human disease emphasizing host-parasite relationships, epidemiology and infection control. Two hours of lecture per week.

BIO 426 Immunology (3).

Prerequisites: BIO 320 or BIO 340; Recommended: BIO 342. Co-requisite: BIO 436.

Principles of immunology. Emphasis on the cellular and molecular nature of antigens and immunoglobulins; immunobiology; laboratory immunoassays. Three hours of lecture per week.

BIO 428 Virology (3).

Prerequisites: BIO 324, BIO 325 and CHE 310, CHE 311 or CHE 316, CHE 317;

Recommended: BIO 425.

The anatomy, biochemistry, physiology and pathogenesis of bacterial and animal viruses emphasizing virus diseases of humans. Topics include structure, classification, theory and practical aspects of growth, purification and identification, host-virus interactions, tumor viruses and antiviral agents. Three hours of lecture per week.

BIO 430 Comparative Biology: A Phylogenetic Approach (3).

Prerequisites: BIO 124, BIO 125 and BIO 340. Recommended: BIO 332.

Strategies for rigorous comparisons of different species: Permissions (legal), collection, identification (diagnosis), taxonomy, maintenance-alive and preserved, character state description, phylogenetic analysis and biogeography. Two hours of lecture and three hours of laboratory per week.

BIO 435 Medical Bacteriology Laboratory (2).

Co-requisite: BIO 425.

Laboratory methods used. Medical bacteriology, including detection, isolation and identification of medically important bacteria. Six hours of laboratory per week.

BIO 436 Immunology Laboratory (1).

Co-requisite: BIO 426.

Principles of immunology. Emphasis on the cellular and molecular nature of antigens and immunoglobulins; immunobiology; laboratory immunoassays. Three hours of laboratory per week.

BIO 440 Molecular Genetics (3).

Prerequisites: BIO 320 and BIO 340.

Genome structure in relation to control of gene expression in prokaryotic and eucaryotic cells; interplay between genes and regulatory reactions that control development. Topics include antibody diversity, neoplastic transformation by oncogenes, and pattern formation. Three hours of lecture per week.

BIO 442 Human Genetics (3).

Prerequisites: BIO 320 and BIO 340. Recommended: BIO 440.

Principles of human genetics including cytogenetics, Mendelian inheritance, pedigree construction, complex patterns of inheritance, biochemical defects, gene mapping, hemoglobinopathies, molecular genetics, prenatal diagnosis and gene therapy. Three hours of lecture per week.

BIO 452 Minority Health Disparities (3).

Prerequisites: BIO 312. Recommended: BIO 320.

The course deals with the issue of minority health disparities from the many possible causes and treatments to ways to address this problem in the future. Three hours of lecture per week.

BIO 453 Endocrinology (3).

Prerequisites: BIO 312, BIO 313 and BIO 320.

The role of endocrine glands and tissues in metabolic regulation, environmental adjustment, reproduction, and development of vertebrates, with emphasis on mammals. Three hours of lecture per week.

BIO 458 Human Parasitology (3).

Prerequisites: BIO 122 and BIO 123. Co-requisite: BIO 459.

Physiological aspects of parasites in man, their symbiotic host and parasite relationships and clinical diagnostic techniques. Three hours of lecture per week.

BIO 459 Human Parasitology Laboratory (1).

Co-requisite: BIO 458.

Physiological aspects of parasites in man, their symbiotic host and parasite relationships and clinical diagnostic techniques. Three hours of laboratory per week.

BIO 483 Human Physiology (3).

Prerequisite: BIO 312 or BIO 320.

Advanced lecture and discussion of the functional activities occurring in the human organ systems. Three hours of lecture per week.

BIO 490 Senior Project (3).

Prerequisites: Senior standing; completion of lower division general education courses, GWAR, statistics, and required courses in the biology major.

Application and assessment of previously learned material in courses required in biology and general education. Activities such as the design and conduct of an experiment requiring statistical analysis, resume writing, oral presentations on career choices, and critiques of classmates presentations. Three hours of lecture per week.

BIO 491 Seminar in Biological and Biomedical Research (1).

Current topics in biological and biomedical research presented by CSUDH faculty and prominent scientists from throughout the country. CR/NC grading. Repeatable for up to 2 units.

BIO 495 Selected Topics in Biology (2, 3).

Prerequisite: BIO 124 and BIO 125.

Advanced course of special interest for students majoring in Biology. May include laboratory exercises. Topic and content will vary as announced. Repeatable course. Two to three hours of lecture per week.

BIO 496 Internship (3).

Prerequisite: BIO 124 and BIO 125. Recommended: BIO 332 and BIO 333.

This course is available as an elective in the BS Biology Ecology and Environmental Biology option only. Supervised internship in ecological setting off-campus. A maximum of three units may be applied to the Biology major.

BIO 498 Directed Research (3).

Prerequisite: BIO 124 and BIO 125. Recommended: BIO 332 and BIO 333.

This course is available as an elective in the BS Biology Ecology and Environmental Biology option only. This class is intended to allow students to receive ecological research experience off-campus. A maximum of three units may be applied to the Biology major.

Graduate

Graduate standing in the biology program is prerequisite to enrollment in graduate (500) level courses.

BIO 501 Biological Literature (3).

Prerequisite: Fulfillment of the Graduation Writing Requirement (GWAR).

Standard forms of presentation of scientific research, including research articles, review papers, abstracts, poster and oral presentations. Sources of biological literature and contemporary literature search skills as well as data presentation formats and technical writing conventions will be addressed. Three hours of lecture per week.

BIO 502 Biostatistics (3).

Prerequisite: MAT 131 or equivalent.

Application of statistical analyses to biological research with emphasis on experimental design. Analysis of variance, regression and correlation will be the primary topics. Three hours of lecture per week.

BIO 503 Biological Instrumentation (3).

Introduction to the operation and application of common instruments used in biological research. Emphasis on those instruments available for graduate research. Two hours of lecture and two hours of activity per week.

BIO 510 Urban Environmental Science (3).

Overview of environmental science. Problems specific to urban context. Pollution of the air, water, etc, land-use change, environmental conflicts. Hands-on analysis of environmental conditions in Los Angeles area. Three hours of lecture per week.

BIO 520 Advances in Cell and Molecular Biology (3).

Prerequisite: BIO 421 or BIO 440.

Current developments in the structure and function of viruses, prokaryotic cells, and eukaryotic cells. Three hours of lecture per week. Repeatable for credit in biology master's program for up to six units.

BIO 522 Applied Biotechnology Skills III (3).

Prerequisite: Survey of Biotechnology and Applied Skills I and II.

PABS Skills III is a graduate course for students in the PSM program. In this course, students will learn advanced molecular biology techniques including isolation of DNA and RNA, Southern and Northern blots, transcriptional profiling, and siRNA mediated gene silencing.

BIO 590 Graduate Seminar (2).

Presentation and discussion of selected topics in Biological Science. A minimum of two and a maximum of four units may be applied toward the biology master's degree. The repeated courses must be taught by different instructors or must be on different topics. Two hours of seminar per week.

BIO 595 Graduate Selected Topics in Biology (2-3).

Advanced course of special interest to graduate students in Biology. Topic and content will vary as announced. Repeatable course. Two to three hours of lecture per week.

BIO 597 Directed Reading (1-3).

Library research on a specific subject in biology. Topic for study to be approved and directed by instructor. Can be used to prepare for the comprehensive examinations or to formulate a research problem prior to enrollment in BIO 598 or BIO 599. A maximum of three units may be applied toward the master's degree. Repeatable course.

BIO 598 Directed Research (1-3).

Laboratory research on a specific subject in biology. Topic of research to be approved and directed by an instructor. A maximum of three units may be applied toward the master's degree. Repeatable course.

BIO 599 Thesis (1-4).

Laboratory research and writing of thesis for the master's degree. Topic of research to be approved by graduate advisor. A maximum of 9 units of BIO 597, 598 and 599 combined may be applied toward the master's degree. Open only to thesis option graduate students. Repeatable course.

BIO 600 Graduate Continuation Course (0).

Graduate students who have completed their course work but not their thesis, project, or comprehensive examinations, or who have other requirements remaining for the completion of their degree, may maintain continuous attendance by enrolling in this course. Signature of graduate program coordinator required.

Infrequently Offered Courses

The following courses are scheduled only on a "demand" basis. Students should consult the department office for information about the next scheduled offering.

BIO 412 Comparative Vertebrate Biology (4).

Prerequisites: BIO 124, BIO 125 and BIO 312, BIO 313.

Vertebrate evolution, classification and ecology and adaptive morphology will be investigated through observations of behavior, study of fossils, and comparative anatomy dissections. Three hours of lecture and three hours of laboratory per week. Several field trips, including one or more weekend trips required.

BIO 423 Fine Structure (3).

Prerequisite: BIO 320 or BIO 422 and BIO 424.

Structure and function of eucaryotic sub-cellular constituents at the light and electron microscopic and biochemical level.

BIO 427 Clinical Mycology (3).

Prerequisites: BIO 324 and BIO 325. Recommended: BIO 425 and BIO 435.

Comparative morphology, physiology and pathogenicity of medically important fungi. Laboratory methods for identification emphasize interpretation and evaluation of results including the recognition of contaminating or opportunistic organisms. Two hours of lecture and three hours of laboratory per week.

BIO 523 Electron Microscopy (3).

Prerequisite: BIO 421.

Theory and use of the electron microscopy preparation of tissue and photographic techniques.

One hour of lecture and six hours of laboratory per week.

BUSINESS ADMINISTRATION

College of Business Administration and Public Policy

Bachelor of Science

Accounting Concentration
Business Analytics Concentration
Entrepreneurship Concentration
Finance Concentration
General Business Concentration
Global Logistics and Supply Chain
Management Concentration
Information Systems Concentration
Information Systems Security Concentration
International Business Concentration
Management and Human Resources Concentration
Marketing Concentration
Sports, Entertainment and Hospitality Concentration

Minors

Business Administration
Information Systems
Management
Marketing

Certificates

Accounting
Information Systems
Marketing

Master of Business Administration

Finance Concentration
General Business Concentration
Global Logistics and Supply Chain Management Concentration
Human Resources Management Concentration
Information Technology Management Concentration
International Business Concentration
Logistics Management Concentration
Management Concentration
Marketing Concentration

MBA Certificates

Logistics Management
Marketing
Faculty

Department of Accounting, Finance and Economics

Burhan F. Yavas, Department Chair
Prakash L. Dheeriya, Rodney Freed, Li-Lin (Sunny) Liu, Richard B. Malamud, Jose Martinez,
Reza Mazhin, Tayyeb Shabbir, John Tan, Charles Thomas, Burhan F. Yavas, Bingsheng Yi
Department Office: SBS D-321, (310) 243-3557 or (310) 243-3444

Advising Office: SBS A-319, (310) 243-3561

Department of Information Systems and Operations Management

Myron Sheu, Department Chair

Chi-Wen Chen, Edward K. Chu, Nancy Deng, Mohammad Eyadat, Jian-Yu Ke, Hamid Pourmohammadi, Fahimeh Rezayat, Vera Teller, Wang-chan Wong

Department Office: SBS D-321, (310) 243-3557 or (310) 243-3551

Advising Office: SBS A-319, (310) 243-3561

Department of Management and Marketing

Xia Zhao, Acting Department Chair

Yann Abdourazakou, Orié Berezan, William David Brice, Kirti Celly, Natasa Christodoulidou, David Hoopes, Jim Katzenstein, Thomas J. Norman, Melissa St. James, Sari Silvanto-Ryan, Bing Xu, Meng Zhao

Department Office: SBS D-321, (310) 243-3557 or (310) 243-3551

Advising Office: SBS A-319, (310) 243-3561

Master of Business Administration Program

Betty Vu, Assistant Dean, Graduate and Professional Programs

Program Office: SBS A-325, (310) 243-2714

Emeriti Faculty

Melvin P. Auerbach (Accounting & Finance), Donald J. Barnett (Accounting & Finance), Martin Blyn (Accounting & Finance), Potkin Basseer (Accounting & Finance), Barbara R. Chrispin (Management), George N. Clawson (Management), Dorothy M. Fisher (Information Systems), Raoul J. Freeman (Information Systems), Carolyn Harris (Business Communication), Steven Jenner (Management & Marketing), Jack Kitson (Marketing), C.W. Lee (Management), Carol V. Lopilato (Accounting & Finance), Anthony Mastor (Accounting & Finance), Joseph F. McCloskey (Finance and Quantitative), Herbert J. Milgrim (Accounting & Finance), R. Bryant Mills (Management), George Morris (Marketing), Mazin M. Nashif (Accounting & Finance), Richard Nehrbass (Management), Larry Press (Information Systems), Harold A. Rothbart (Industrial Management), Stanley R. Schoen (Accounting & Law), Robert H. Schueler (Business Administration), Franklin Strier (Business Law), Ricardo Ulivi (Accounting & Finance), Kosaku Yoshida (Accounting & Finance), Cyril E. Zoerner, Jr. (Marketing)

College of Business Administration and Public Policy Mission Statement

The Mission of the CSUDH College of Business Administration and Public Policy is to provide a quality education to a diverse student population preparing them for career advancement and service in their community.

Undergraduate

The undergraduate program in Business Administration, which leads to a Bachelor of Science degree, is designed to accomplish two objectives. The first of these is to prepare students for lifelong professional careers in commerce, finance and industry, as well as for management careers in the public and not-for-profit sectors. A second objective is to provide students with the knowledge and skills needed to obtain professional, entry level positions in one functional area of the business enterprise, or in some particular field of business.

The College of Business Administration and Public Policy offers Minors in Business Administration, Information Systems, Marketing and Management. The Minor in Business

Administration is designed for students majoring in other fields who wish to acquire a basic knowledge of business for the purpose of career preparation. The Minor in Information Systems offers students the opportunity to acquire skills and knowledge in the application of computers for business decision-making. The Minor in Marketing offers students the opportunity to acquire skills and knowledge in the application of marketing concepts for business decision-making. The Minor in Management offers students the opportunity to acquire skills and knowledge in the application of management concepts for business decision-making.

The faculty possess a particularly strong combination of academic and professional credentials. Their doctoral degrees come from the finest universities in the world. Their expertise reflects specialization in different fields of business administration as well as practical experience in business and industry. The full-time faculty is augmented by highly qualified part-time faculty drawn from the business community surrounding the University. These faculty offer students a dimension of knowledge derived from actual experience, in addition to strong academic credentials.

Student Organizations

Student Organizations include the Accounting Society, the Information Technology Society, the Finance Association, Professionals in Human Resources Association (PIHRA), the International Business Student Association, the Society for the Advancement of Management (SAM), the American Marketing Association, and the Association for Production and Inventory Control (APICS). Students interested in participating in one of these organizations should consult the appropriate Department Chair.

Student Honor Societies

The College of Business Administration and Public Policy sponsors a Department Scholars program in addition to the Epsilon Mu Chapter of Delta Mu Delta, the national honor society for students in business administration. Founded in 1914, the main purpose of Delta Mu Delta is to promote higher scholarship in training for business and to recognize and reward scholastic attainment in business subjects. The Epsilon Mu chapter was chartered in 1989. The chapter inducts eligible undergraduate and graduate students each Fall semester. To be eligible for membership, students must have obtained a grade point average that ranks them in the top ten percent of their class.

Graduate

The Master of Business Administration (MBA) Program is designed to meet the professional needs of recent college graduates who plan careers in business, as well as of persons already employed who desire to extend their understanding of business and to increase their potential for career advancement. The program is offered on a full-time or part-time basis.

In addition to coursework covering the Business core areas, the MBA core curriculum offers concentrations in Finance, General Business, Human Resources Management, Information Technology Management, International Business, Global Logistics and Supply Chain Management, Management, and Marketing.

Concentrations in the MBA Program are intended to improve the capacity for effective decision-making, to facilitate professional growth and development for increasing managerial responsibility and to broaden knowledge and understanding of management within specific business functions.

Academic Advisement

Undergraduate

The College of Business Administration and Public Policy Advisement and Student Service Center for undergraduate Majors and Minors provides authoritative information concerning student advisement, including concentration, graduation requirements, transfer of credit, and special circumstances and conditions. Students are urged to come to the Center prior to their first enrollment as business and public administration majors or minors, as well as following semesters.

Transfer students must bring a set of their college transcripts to the Center prior to enrolling as business or public administration majors or minors. Students wishing to receive credit in the major or minor for courses taken at other institutions must be verified by an advisor and approved by the respective chair of the department or the Associate Dean of the College. Transfer credit forms may be obtained from the Center.

The Center maintains computer records of progress toward completion of degree requirements for all Majors and Minors. These records are used for counseling purposes and to check completion of course prerequisites. Each semester before registration, all students are encouraged to come to the Center for advisement and course approvals. Students should visit the Center for course approvals when adding courses during the add/drop period.

Regular office hours are held 9:00 a.m. to 6:00 p.m. Monday through Thursday and 9:00 a.m. to 5:00 p.m. on Friday. Telephone information is available at (310) 243-3561. The Advisement and Student Service Center can be reached at (310) 243-3561.

Concentration and Career Advising are provided by faculty and can be initiated by students to accommodate individual needs. Names of faculty and their areas of professional expertise are available in the Center and in departmental offices. Students in the various concentrations should seek advice from an appropriate department chair regarding concentration coursework. Students may obtain advice from faculty about tailoring their academic programs toward career goals, about graduate schools and programs, and about career opportunities. Students are urged to consult with faculty on these matters.

Graduate

MBA students seeking academic advisement need to contact the MBA Program Office located in SBS A-325, (310) 243-2714. The MBA office is open from 9:00 a.m. to 5:00 p.m., Monday through Friday.

Career Possibilities

Undergraduate

Employment opportunities for students with a Major in Business Administration exist within many areas. In the private sector, students will find employment in a wide variety of business and professional organizations including public accounting firms, banks, savings and loans, and other financial institutions, commercial and high technology industries, and in a multitude of firms engaged in transportation, communications and the increasingly important foreign trade sector. Furthermore, business majors are actively recruited by many not-for-profit and public organizations for their skills in accounting and financial management, marketing, computer and data processing, human resource administration and general management. Those who want to engage in entrepreneurial activity and operate their own business also will benefit from a major in business administration. In addition, an undergraduate degree in business administration is

excellent preparation for graduate study in business, law and other academic areas offering a professional focus.

Graduate

MBA graduates are in high demand, primarily in the private sector, for positions in finance, accounting, information systems, management, marketing and other business areas. Major Southern California corporations offer both entry-level and advanced opportunities to graduates depending on previous education and professional experience. Recent graduates of the MBA Program are currently employed in diverse positions in various industries locally and nationally.

Graduation with Honors for Undergraduate Students

An undergraduate student may be a candidate for graduation with Honors in Business Administration provided he or she meets the following criteria:

1. A minimum of 36 units in Business Administration in residence at CSU Dominguez Hills. At least 12 of these units must be in the concentration and three units must be from MGT 490;
2. A minimum grade point average of at least 3.5 in all courses used to satisfy the upper division requirements in the major;
3. Recommendation by the faculty of the department or program in which the honors are to be awarded.

Bachelor of Science in Business Administration

Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog and the Class Schedule for the most current information on General Education requirements and course offerings.

United States History, Constitution and American Ideals Requirement (6 units)

See the "United States History, Constitution, and American Ideals" requirements in the University Catalog.

Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

Minor Requirements

Single field major, no minor required.

Major Requirements (65-71 units)

Students must select a concentration. The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

Because most Business Administration course work completed over ten years ago is outdated, students must consult with an advisor in the Student Advisement and Service Center to ascertain whether courses taken ten or more years ago will need to be repeated. The Associate Dean in the College of Business Administration and Public Policy may waive the requirement to repeat outdated course work if there is evidence that student knowledge is current. Such evidence may

consist of recent successful completion of more advanced course work in the specific discipline or satisfactory completion of designated national examinations.

Admission Requirements

Admission to the Business Administration major requires completion of all lower division Business Administration core courses with minimum grades of “C”. All new majors are classified as “pre-business majors” until the requirements are met. Upper division advanced and concentration courses are available only to “Business Administration” majors. Students should consult with an advisor in the Business Advisement Center for more information.

A. Prerequisites and Residency Unit Requirements

1. MAT 009 or equivalent with a grade of “C” or better is prerequisite to ACC 230 and CIS 270.
2. All business majors are required to complete at least 36 units of the major in residence, including at least 12 of these units in the concentration and three units from MGT 490.

B. Business Curriculum (44 units)

1. Lower Division Required Core Courses (18 units):

ACC 230. Financial Accounting (3)

ACC 231. Managerial Accounting (3)

CIS 270. Information Systems and Technology Fundamentals (3)

ECO 210. Economic Theory 1A (Microeconomics) (3)

ECO 211. Economic Theory 1B (Macroeconomics) (3)

LAW 240. Legal Environment of Business (3)

NOTES:

- a. All lower division courses required for the Business Administration major must be completed with a grade of “C” or better.
- b. Students must complete all lower division core courses and satisfy the University’s lower division English composition requirements (ENG 110 and ENG 111) and the General Education mathematics requirement prior to enrolling in upper division business courses. Students who do not successfully complete the lower division prerequisites will not be permitted to enroll in upper division courses.
- c. Students in Business Administration should take a basic statistics course as the General Education Quantitative Reasoning requirement, otherwise OMG 221 will need to be taken as a prerequisite to OMG 321.

2. Upper Division Core Courses (17 units):

a. Select two courses from the following (2 units):

BUS 301 Employment Communications (1)

BUS 302 Written Communications (1)

BUS 303 Oral Communications (1)

NOTE: At least two of the following courses: BUS 301, BUS 302, or BUS 303 must be taken during or prior to the semester when the student first registers for any other Business Administration upper division course.

b. Required Courses (15 units):
CIS 370. Information Systems Theory and Practice (3)
FIN 360. Business Finance (3)
MGT 310. Management Theory (3)
MKT 350. Principles of Marketing (3)
OMG 321. Business Statistics (3)

3. Upper Division Advanced Core Courses (9 units):
BUS 445. International Business (3)
MGT 490. Strategic Management Seminar (3)*
OMG 322. Operations Management (3)

NOTE: MGT 490 is a capstone course and should be taken during the last semester before graduation with 400-level core courses and concentration courses (or General Education courses). Students must meet the specific course prerequisites for MGT 490.

Each Business Administration major must select one of the concentrations listed below:

Accounting Concentration (24 units)

A. Required Courses - All Tracks (15 units):
ACC 330. Intermediate Accounting I (3)
ACC 331. Intermediate Accounting II (3)
ACC 333. Income Taxation I (3)
ACC 337. Cost Accounting (3) and
ACC 336. Introduction to Internal Auditing (3) or
ACC 435. Auditing (3)

B. Electives - Select an additional 9 units from the following upper division courses:

ACC 336. Introduction to Internal Auditing (3)
ACC 339. Accounting and Control in Multinational Companies (3)
ACC 340. Accounting Information Systems (3)
ACC 430. Advanced Accounting (3)
ACC 431. Governmental and Non-Profit Accounting (3)
ACC 433. Income Taxation II (3)
ACC 435. Auditing (3)
LAW 340. Law of Business Organizations (3)

NOTE: Students should consider professional certification exams (CPA, CMA, CIA, CFM) after completing additional preparation and extensive review.

Business Analytics Concentration (27 units)

A. Required Courses (18 units):
CIS 272. Business programming I (3)
CIS 372. Systems Analysis and Design (3)
CIS 373. Database Systems (3)
OMG 423. Principles of Business Analytics (3)
CIS 474. Project Management Fundamentals (3)
CIS 480. Data Mining and Business Intelligence (3)

B. Electives: Select three courses from the following (9 units):

OMG 320. Introduction to Supply Chain Management (3)
CIS 275. Internet Literacy (3)

CIS 371. Business programming II (3)
CIS 375. Data Communications (3)
CIS 378. Information Security Theory and Practice (3)
CIS 471. Advanced network-Based Applications (3)
CIS 476. Special Concepts for Business information Systems (3)
CIS 496. Internship in Computer Information Systems (3)

Entrepreneurship Concentration (24 units)

A. Required Courses (9 units):

FIN 485. Entrepreneurial Finance (3)
MGT 412. Small Business Management (3)
MKT 454. Marketing Research (3)

B. Select four courses from the following (12 units):

ACC 337. Cost Accounting (3)
FIN 480. Economics of the Firm (3)
LAW 340. Law of Business Organizations (3)
HRM 313. Human Resource Management (3)
MGT 416. Leadership (3)

OMG 430. Supply Chain Management (3)

C. Select one course from the following or from section B (3 units):

FIN 382. Financial Analysis (3)
MKT 450. Internet Marketing (3)
MKT 352. Advertising and Promotion Management (3)

Finance Concentration (24 units)

A. Required Courses (12 units):

FIN 382. Financial Analysis (3)
FIN 468. Seminar in Investment Analysis (3)
FIN 481. Financial Institutions Management (3)
FIN 488. Multinational Financial Transactions (3)

B. Select four courses from the following (12 units):

ACC 337. Cost Accounting (3)
FIN 375. Personal Financial Planning (3)
FIN 426. Portfolio Management (3)
FIN 467. Real Estate Finance and Investment (3)
FIN 480. Economics of the Firm (3)
FIN 484. Financial Forecasting and Modeling (3)
FIN 485. Entrepreneurial Finance (3)
FIN 494. Independent Study in Finance (3)
FIN 496. Internship in Finance (3)

OMG 423. Principles of Business Analytics (3)

General Business Concentration (21 units)

A. Required Courses (6 units):

MGT 312. Organizational Behavior (3)
MGT 412. Small Business Management (3)

B. Select five courses from the following (15 units):

ACC 333. Income Taxation (3)
ACC 337. Cost Accounting (3)

ACC 433. Income Taxation II (3)
CIS 275. Internet Literacy (3)
CIS 372. Systems Analysis and Design (3)
FIN 468. Seminar in Investment Analysis (3)
FIN 484. Financial Forecasting and Modeling (3)
HRM 313. Human Resource Management (3)
HRM 318. Training and Development (3)
LAW 340. Law of Business Organizations (3)
MKT 355. Consumer Behavior (3)
MKT 454. Marketing Research (3)
OMG 430. Supply Chain Management (3)

Global Logistics and Supply Chain Management Concentration (24 units)

A. Required Courses - All Tracks (12 units):

OMG 220. Introduction to Transportation Management (3)
OMG 225. Introduction to Logistics Management (3)
OMG 230. Introduction to Supply Chain Management (3)
CIS 372. Systems Analysis and Design (3)

B. Students interested in the Global Logistics and Supply Chain Management Concentration must select one of the tracks listed.

1. International Logistics Track - select four courses from the following (12 units):

OMG 420. Global Transportation Management (3)
OMG 425. Logistics Management (3)
OMG 427. Quality Management (3)
OMG 430. Supply Chain Management (3)
ACC 339. Accounting and Control in Multinational Companies (3)
MKT 358. International Marketing (3)
MGT 418. International Management (3)
FIN 488. Multinational Financial Transactions (3)
CIS 476. Advanced Concepts for Business Systems (3)
CIS 496. Internship in Computer Information Systems (3)

2. Systems Track - select four courses from the following (12 units)

CIS 272. Business Programming I (3)
CIS 275. Internet Literacy (3)
CIS 373. Database Systems (3)
CIS 375. Data Communications (3)
CIS 476. Advanced Concepts for Business Systems (3)
CIS 496. Internship in Computer Information Systems (3)

Information Systems Concentration (27 units)

A. Required Courses (18 units):

CIS 272. Business Programming I (3)
CIS 275. Internet Literacy (3)
CIS 372. Systems Analysis and Design (3)
CIS 373. Database Systems (3)
CIS 375. Data Communications (3)
CIS 474. Project Management Fundamentals (3)

B. Electives: Select three courses from the following (9 units):

CIS 371. Business Programming II (3)
CIS 378. Information Security Theories and Practice (3)
CIS 471. Advanced Network-based Applications in Business (3)
CIS 476. Advanced Concepts for Business Systems (3)
CIS 477. Advanced Data Communications (3)
CIS 478. Firewall and Computer Network Security (3)
CIS 480. Data Mining and Business Intelligence (3)
CIS 482. Databases and Web Security (3)
CIS 488. Management of Information Security (3)
CIS 496. Internship in Computer Information Systems (3)
Information Systems Security Concentration (27 units)

A. Required Courses (21 units):

CIS 272. Business Programming I (3)
CIS 275. Internet Literacy (3)
CIS 372. Systems Analysis and Design (3)
CIS 373. Database Systems (3)
CIS 375. Data Communications (3)
CIS 378. Information Security Theories and Practice (3)
CIS 478. Firewall and Computer Network Security (3)

B. Electives: Select two courses from the following (6 units):

CIS 482. Databases and Web Security (3)
CIS 488. Management of Information Security (3)
CIS 496. Internship in Computer Information Systems (3)

International Business Concentration (24 units)

A. Track 1: General Emphasis

1. Required Courses (15 units):

POL 100. General Studies Political Science: World Perspectives (3)
ACC 339. Accounting and Control in Multinational Companies (3)
FIN 488. Multinational Financial Transactions (3)
MGT 418. International Management (3)
MKT 358. International Marketing (3)

2. Select three courses from the following (9 units):

ANT 335. Comparative Cultures (3)
ECO 340. International Trade Theory (3)
ECO 341. International Finance (3)
POL 335. International Politics (3)
POL 336. Theories of International Relations (3)

B. Track 2: Latin American Emphasis (24 units)

1. Required Courses (12 units):

ACC 339. Accounting and Control in Multinational Companies (3)
FIN 488. Multinational Financial Transactions (3)
MGT 418. International Management (3)
MKT 358. International Marketing (3)

2. Competency in Spanish (3 units):

SPA 302. Business Spanish (3)

3. Select three courses from the following (9 units):

ANT 333. Ancient Peoples of Mexico and Guatemala (3)

HIS 366. Latin America: Colonial Period (3)

HIS 367. Latin America: National Period (3)

POL 343. Political Behavior in Latin America (3)

POL 344. Latin America: The Revolutionary Tradition (3)

NOTE: Competency in a foreign language is important for students pursuing this concentration and is, therefore, highly recommended. Foreign language courses may be used to fulfill General Education requirements.

Management and Human Resources Concentration (24 units)

Students interested in the Management and Human Resources Concentration must select one of the tracks listed below.

A. Management Track - (24 units)

1. Required Courses (12 units):

HRM 313. Human Resource Management (3)

MGT 312. Organizational Behavior (3)

MGT 416. Leadership (3)

MGT 418. International Management (3)

2. Electives (12 units):

Students will select four additional courses from the following list of classes:

ECO 330. Labor Economics (3)

HRM 316. Labor and Industrial Relations (3)

HRM 318. Training and Development (3)

HRM 321. Compensation and Benefits (3)

HRM 425. Seminar in Strategic Human Resource Management (3)

LBR 411. Contracts and Negotiation (3)

LBR 412. Labor Law (3)

LAW 342. Employment Law (3)

MGT 412. Entrepreneurship (3)

MGT 430. Strategic Communications (3)

MGT 494. Independent Study in Management (3)

MGT 495. Special Topics in Management (3)

MGT 496. Management Internship (3)

PSY 342. Interpersonal and Group Dynamics (3)

PSY 372. Industrial and Organizational Psychology (3)

PUB 314. Compensation, Staffing, and Appraising (3)

PUB 315. Labor Management Relations in Government (3)

SEH 310. Sports, Entertainment and Hospitality Management (3)

SEH 330. Managing Sports Facilities (3)

SEH 448. Hotel and Resort Management (3)

B. Human Resources Track (24 units)

1. Required Courses (12 units):

HRM 313. Human Resource Management (3)

HRM 321. Compensation and Benefits (3)

HRM 425. Seminar in Strategic Human Resource Management (3)

MGT 312. Organizational Behavior (3)

2. Electives - Select four courses from the following (12 units):

HRM 316. Labor and Industrial Relations (3)
LAW 342. Employment Law (3)
MGT 416. Leadership (3)
MGT 418. International Management (3)
MGT 494. Independent Study in Management (3)
MGT 495. Special Topics in Management (3)
MGT 496. Management Internship (3)

Marketing Concentration (24 units)

Each student interested in the Marketing Concentration must select one of the tracks listed below.

A. Track 1: Marketing Management Emphasis

1. Required Courses (9 units):

MKT 355. Consumer Behavior (3)
MKT 454. Marketing Research (3)
MKT 459. Seminar in Marketing Management (3)
2. Select five courses from the following (15 units):
MKT 351. Sales Management and Sales Techniques (3)
MKT 352. Advertising and Promotion Management (3)
MKT 353. Retail Marketing Management (3)
MKT 358. International Marketing (3)
MKT 450. Internet Marketing (3)
MKT 451. Trade Show and Event Marketing (3)
MKT 452. Sports and Entertainment Marketing (3)
MKT 495. Special Topics in Marketing (3)
OMG 430. Supply Chain Management (3)

B. Track 2: Advertising Emphasis

1. Required Courses (15 units):

MKT 352. Advertising and Promotion Management (3)
MKT 355. Consumer Behavior (3)
MKT 454. Marketing Research (3)
MKT 459. Seminar in Marketing Management (3)
COM 344. Advertising Media Analysis (3)

2. Select three courses from the following (9 units):

MKT 450. Internet Marketing (3)
MKT 452. Sports and Entertainment Marketing (3)
MKT 495. Special Topics in Marketing (3)
COM 365. Introduction to Public Relations (3)
COM 342. Advertising Copywriting (3)

NOTE: MKT 495 may be taken twice with different topics.

Sports, Entertainment and Hospitality Management Concentration (24 units)

A. Required Courses (12 units):

MKT 452. Sports and Entertainment Marketing (3)
SEH 310. Sports, Entertainment and Hospitality Management (3)
SEH 348. Principles of Travel and Tourism (3)
SEH 448. Hotel and Resort Management (3)

B. Select four courses from the following (12 units):

HRM 318. Training and Development (3)

MGT 416. Leadership (3)

MKT 451. Trade Show and Event Marketing (3)

PSY 480. Sports Psychology (3)

REC 355. Management of Recreation and Leisure Services (3)

SEH 330. Managing Sports Facilities (3)

SEH 495. Special Topics in Hospitality Management (3)

SEH 496. Internship (3)

Minor in Business Administration (27 units)

The Minor in Business Administration is designed for students majoring in other fields who wish to acquire a basic knowledge of business. All lower division courses required for the Business Administration minor must be completed with a grade of “C” or better prior to enrollment in upper division courses. Permission of an advisor is required to enroll in upper division courses.

A. Lower Division Required Courses (12 units):

ECO 210. Economic Theory 1A (Microeconomics) (3)

ECO 211. Economic Theory 1B (Macroeconomics) (3)

ACC 230. Financial Accounting (3)

CIS 270. Information Systems and Technology Fundamentals (3)

B. Upper Division Requirements (15 units)

1. Required Courses (12 units):

CIS 370. Information Systems Theory and Practice (3)

FIN 360. Business Finance (3)

MGT 310. Management Theory (3)

MKT 350. Principles of Marketing (3)

2. Elective (3 units): Select one additional upper division course in Business Administration with the assistance of the School of Business and Public Administration coordinator of undergraduate advisement.

Minor in Information Systems (12-19 units)

The Minor in Information Systems offers students the opportunities to acquire an in-depth understanding of technical foundations and business applications of information systems. It thus provides an excellent complement and/or improvement to training in other concentrations. A total of two preparation courses (6-7 units) and four IS concentration courses (12 units) comprise the minor.

A. Preparation for the Minor: (6-7 units)

1. Select one course from the following (3-4 units):

CIS 270. Information Systems and Technology Fundamentals (3)

CSC 111. Introduction to Computers and Basic Programming (3)

CSC 121. Introduction to Computer Science & Programming I (4)

2. Required Course (3 units):

CIS 370. Information Systems Theory and Practice (3)

B. The Minor: (12 units)

1. Required courses (6 units):

CIS 372. Systems Analysis and Design (3)

CIS 373. Database Systems (3)

2. Select two courses from the following (6 units):

CIS 272. Business Programming I (3)
CIS 275. Internet Literacy (3)
CIS 371. Business Programming II (3)
CIS 375. Data Communications (3)
CIS 378. Information Security Theories and Practice (3)
CIS 471. Advanced, Network-Based Applications in Business (3)
CIS 474. Project Management Fundamentals (3)
CIS 476. Advanced Concepts for Business Systems (3) [I]
CIS 477. Advanced Data Communications (3)
CIS 478. Firewall and Computer Network Security (3)
CIS 480. Data Mining and Business Intelligence (3)
CIS 482. Databases and Web Security (3)
CIS 488. Management and Information Security (3)
CIS 496. Internship in Computer Information Systems (3)

Minor in Management (15 units)

The Minor in Management is designed for students majoring in other fields who wish to acquire knowledge and skill in basic management applicable to all organizations. A total of 15 units in upper division Management courses is required. A grade point average of 2.0 must be achieved in the minor. All students interested in the Minor in Management should seek advising from the Chair of the Department of Management. Permission of CBAPP Student Advisement and Service Center is required to enroll in upper division management courses.

A. Required Courses (12 units):

HRM 313. Human Resource Management (3)
HRM 316. Labor and Industrial Relations (3)
MGT 310. Management Theory (3)
MGT 312. Organizational Behavior (3)

B. Elective: Select one course from the following: (3 units)

MGT 416. Leadership (3)
MGT 418. International Management (3)

Minor in Marketing (12 units)

The Minor in Marketing is designed for students majoring in other fields who wish to acquire marketing knowledge and competence. A total of 12 units in upper division marketing courses are required. It is suggested that students take ECO 210, Economic Theory 1A (Microeconomics) prior to enrolling in MKT 350. A grade point average of 2.0 must be achieved in the minor.

A. Required Course (3 units):

MKT 350. Principles of Marketing (3)

B. Electives (9 units): Three elective courses to be chosen from the following:

MKT 351. Sales Management and Sales Techniques (3)
MKT 352. Advertising and Promotion Management (3)
MKT 353. Retail Marketing Management (3)
MKT 355. Consumer Behavior (3)
MKT 358. International Marketing (3)
MKT 450. Internet Marketing (3)
MKT 452. Sports and Entertainment Marketing (3)
MKT 454. Marketing Research (3)

MKT 495. Special Topics in Marketing (3)

NOTE: MKT 495 may be taken twice with different topics.

Certificate in Accounting (24-54 units)

The Accounting Certificate program is designed to meet the needs of individuals who already hold a Bachelor's degree in another area, either in business with a concentration in another field or outside of business, and who now wish to acquire accounting competence. The certificate may be earned by regularly matriculated students who complete the following CSUDH courses, or show evidence of having done so elsewhere, with a grade point average of no less than 2.5. At least four of the eight accounting curriculum courses must be taken at CSU Dominguez Hills.

A. Accounting Certificate Prerequisites (30 units)

The following courses are the required prerequisites for students without a Bachelor's degree in Business:

1. Lower Division Prerequisites (15 units):

ACC 230. Financial Accounting (3)

ACC 231. Managerial Accounting (3)

CIS 270. Information Systems and Technology Fundamentals (3)

ECO 210. Economic Theory 1A (Microeconomics) (3)

LAW 240. Legal Environment of Business (3)

2. Upper Division Prerequisites (15 units):

CIS 370. Information Systems Theory and Practice (3)

FIN 360. Business Finance (3)

MGT 310. Management Theory (3)

MKT 350. Principles of Marketing (3)

OMG 321. Introduction to Business Statistics (3)

B. Required Courses (12 units):

ACC 330. Intermediate Accounting I (3)

ACC 331. Intermediate Accounting II (3)

ACC 333. Income Taxation I (3)

ACC 337. Cost Accounting (3)

C. Electives: Select an additional 12 units from upper division Business Administration courses, of which at least 9 units must be from the following upper division courses.

ACC 336. Introduction to Internal Auditing (3)

ACC 339. Accounting and Control in Multinational Companies (3)

ACC 430. Advanced Accounting (3)

ACC 431. Governmental and Non-Profit Accounting (3)

ACC 433. Income Taxation II (3)

ACC 435. Auditing (3)

LAW 340. Law of Business Organizations (3)

NOTE: Students should consider professional certification exams (CPA, CMA, CIA, CFM) after completing additional preparation and extensive review.

Certificate in Information Systems (15-21 units)

The Information Systems Certificate program is designed to meet the needs of individuals who already hold a bachelor's degree in another area, either in business with a concentration in another field or outside of business, and who now wish to acquire information systems competence. The certificate may be earned by regularly matriculating students who complete the listed CSUDH courses, or show evidence of having done so elsewhere, where an overall GPA of

no less than 2.5. At least four of the Information Systems Curriculum courses must be taken at CSUDH, and the certificate will be granted upon completion of requirements.

A. Required Courses (6 units):

CIS 270. Information Systems and Technology Fundamentals (3)

CIS 370. Information Systems Theory and Practice (3)

B. Electives: Students must select one of the following Options: (15 units):

Option 1: Systems Design and Management

1. Required Courses (9 units):

CIS 372. Systems Analysis and Design (3)

CIS 373. Database Systems (3)

CIS 474. Project Management Fundamentals (3)

2. And two other courses from those listed below (6 units):

CIS 272. Business Programming I (3)

CIS 275. Internet Literacy (3)

CIS 276. Personal Productivity with Information Systems Technology (3)

CIS 370. Information Systems Theory and Practice (3)

CIS 371. Business Programming II (3)

CIS 375. Data Communications (3)

CIS 471. Advanced, Network-Based Applications (3)

Option 2: Network Application

1. Required Courses (9 units):

CIS 275. Internet Literacy (3)

CIS 375. Data Communications (3)

CIS 471. Advanced, Network-Based Applications (3)

2. And two other courses from those listed below (6 units):

CIS 272. Business Programming I (3)

CIS 276. Personal Productivity with Information Systems Technology (3)

CIS 370. Information Systems Theory and Practice (3)

CIS 371. Business Programming II (3)

CIS 372. Systems Analysis and Design (3)

CIS 474. Project Management Fundamentals (3)

Certificate in Marketing (18-30 units)

The Marketing Certificate program is designed to meet the needs of individuals who already hold a bachelor's degree in another area, either in business with a concentration in another field or outside

of business, and who now wish to acquire marketing knowledge and competence. The certificate may be earned by regularly matriculated students who complete the following CSUDH courses, or show evidence of having done so elsewhere, with a grade point average of no less than 2.5. At least four of the six marketing curriculum courses must be taken at CSU Dominguez Hills.

A. Marketing Certificate Prerequisites (12 units)

The following are the courses required for students without a Bachelor's degree in Business:

1. Lower Division Prerequisites (6 units):

CIS 270. Information Systems and Technology Fundamentals (3)

ECO 210. Economic Theory IA (Microeconomics) (3)

NOTE: Students who can demonstrate competence in computer application software usage, specifically word processing and spreadsheet software, will not be required to take CIS 270.

2. Upper Division Prerequisites (6 units):

MKT 350. Principles of Marketing (3)

OMG 321. Introduction to Business Statistics (3)

B. Marketing Certificate Requirements (18 units)

The following are the required courses for ALL students interested in the Certificate in Marketing, including those with a business degree in a non-marketing area:

1. Required Courses (9 units):

MKT 355. Consumer Behavior (3)

MKT 454. Marketing Research (3)

MKT 459. Seminar in Marketing Management (3)

2. Select three course from the following (9 units):

MKT 351. Sales Management and Sales Techniques (3)

MKT 352. Advertising and Promotion Management (3)

MKT 353. Retail Marketing Management (3)

MKT 358. International Marketing (3)

MKT 450. Internet Marketing (3)

MKT 452. Sports and Entertainment Marketing (3)

MKT 495. Special Topics in Marketing (3)

OMG 430. Supply Chain Management (3)

NOTE: MKT 495 may be taken twice with different topics.

Master of Business Administration Admission Requirements

All applicants must submit a completed application for admission for Graduate Standing through csumentor.edu

The evaluated summary forms of applicants meeting University admission requirements are then forwarded to the MBA program office. Applicants may be admitted to the MBA program if they meet all requirements listed below:

1. A bachelor's degree from a fully accredited college or university;
2. Good standing at the last institution attended;
3. A minimum score of 550 paper-based total, (230 computerized)(internet based 88) on the Test of English as a Foreign Language (TOEFL) (required only of international students from non-English speaking countries); or a IELTS score of at least 6.5;
4. A grade point average overall of 2.75; or a minimum 3.0 grade point average (GPA) in the last 60 units (90 quarter units) earned;
5. A minimum score of 450 on the Graduate Management Admissions Test (GMAT) and minimum scores at or above the 25th percentile on both the verbal and the quantitative segments. GMAT scores should be sent directly to the MBA program office. Applicants who have taken the GRE may have their scores considered in lieu of the GMAT. Please contact the Program for further advisement.

Note: Normally, the GMAT is administered the last 27 days of each month at testing centers throughout the U.S. and selected foreign countries. Examination dates should be scheduled far enough in advance so that GMAT scores can be submitted to the MBA Office prior to the start of the semester.

6. Applicants who do not meet the minimum GPA or GMAT score can still be admitted at the discretion of the MBA Director. The Director may use a combination of the GPA and GMAT score for consideration.

For application and information about the GMAT and test dates, contact Educational Testing Service in Princeton, N.J., 1-800-GMAT-NOW or visit their web site www.mba.com

MBA Admission Deadlines

Domestic students seeking admission should submit a complete application and transcripts of previous college work to the Admissions Office. See department website (csudh.edu/mba) for application deadlines. Please note deadlines for the campus program and online program differ. International student applications, including TOEFL score, transcript evaluations and transcripts, are due in the Admissions Office and/or the MBA Office by May 1 if the application is for the campus-based Fall semester.

Applications received after these deadlines will be considered on a space-available basis only.

MBA Advisement

All MBA students receive academic advising and assistance from the MBA Program Coordinator. New students should schedule an appointment with the MBA Office prior to registration to establish an administrative file and a plan of study. Call (310) 243-2174 for an appointment.

Enrollment in 500-Level Courses

Applicants must be admitted to the MBA program as “Graduate Classified” students before they may enroll in 500-level MBA courses. Graduate classified students from other departments may, with approval of the MBA Program Coordinator, enroll in MBA courses if those courses are an approved part of that department’s graduation requirements.

Transfer Credit Requests

Students who have completed business courses at an accredited college or university may request a waiver of Business Core prerequisites by petition to the MBA office at least three weeks prior to the first semester of attendance. Courses must have been completed with a grade of “C” or better.

Students transferring from other MBA programs may request transfer credit for equivalent MBA courses. Transfer credit for MBA course work is limited to nine semester units and will be granted only for equivalent courses taken at a regionally accredited university or college and for which the student received a grade of “B” or better. Transfer coursework will be denied to students requesting coursework already applied to conferred degree.

All MBA course work must be completed within five years to meet University and College of Business Administration and Public Policy graduation requirements.

Additional MBA Program Requirements

A cumulative grade point average of 3.0 or better in all courses taken as a graduate student at CSUDH is required. A student will be placed on probation if, in any semester, he or she has failed to earn a grade point average of at least 3.0 or higher for the work taken through that semester. During the subsequent probationary semester the student must achieve a grade point average sufficiently high to bring the cumulative grade point average to 3.0 or better. Failure to do so may result in dismissal from the program.

Any student receiving a “C” grade or lower during any semester must meet with the program head prior to registering for the next semester to discuss the student’s progress. Students are

expected to meet with the Assistant Dean to determine the academic course plan. Any course in which a grade lower than a “C” (2.0) earned must be repeated for a grade of “C” or better and the two grades averaged. Graduate students, unlike undergraduates, may not repeat a course and drop the lowest grade (Repeat and Cancel).

Completion of all program requirements within five years from beginning of core or transferred graduate coursework is expected of all MBA students. All graduate students are required to satisfy the University’s Graduation Writing Assessment Requirement (GWAR). MBA students must satisfy this requirement during the first semester of residence by one of four methods:

1. Take the Graduation Writing Examination (GWE) administered by the campus Testing Office.
A score of 8 out of 12 will satisfy this requirement.
2. Take ENG 350 and receive a letter grade of “B” or better.
3. Submit a waiver request to the campus writing coordinator if a writing requirement at another university has already satisfied the requirement.
4. Obtain a score of 4.0 or higher on the Analytical Writing Analysis part of Graduate Management Admission Test (GMAT).

MBA students must submit written verification of completion of the GWAR to the MBA Office prior to the beginning of the second semester of enrollment. Students not submitting written verification prior to the start of classes for the second semester in residence will be restricted to enrollment in Business Core or undergraduate equivalent courses only. Students attempting to enroll in Graduate Seminars for a second semester without completion of the GWAR are subject to administrative disenrollment.

Applicants and admitted students should consult the MBA Program website for additional information on deadlines and program requirements. The MBA Program website is csudh.edu/mba.

Degree Requirements (30-60 units)

A. Prerequisites BUSINESS CORE AREAS (9-30 units)

Required only of those students who have not already taken business classes from an accredited college or university and have been taken within the last 10 years; or by completing online “bridge leveling” courses.

Students who are required to complete Business Core prerequisites must do so prior to enrolling in core courses. There are no exceptions to this policy. Catalog prerequisites will be enforced.

The following courses are on-campus courses:

- ACC 230. Financial Accounting (3)
- LAW 240. Business Law (3)
- CIS 370. Information Systems Theory and Practice (3)
- ECO 210. Economic Theory 1 A (Microeconomics) (3) or
- ECO 211. Economic Theory 1 B (Macroeconomics) (3)
- FIN 360. Business Finance (3)
- MGT 310. Management Theory (3)
- MKT 350. Principles of Marketing (3)
- OMG 321. Introduction to Business Statistics (3)
- OMG 423. Introduction to Operations Research (3)

The following courses are “bridge” or leveling courses (available online only):

BUS 495. Financial Accounting/Business Finance (2)
BUS 495. Operations Research/Business Statistics (2)
BUS 495. Management Theory/Legal Environment (2)
BUS 495. Marketing Principles/Economies of the Firm (2)
BUS 495. Information Systems (1)

B. Graduate Courses (18-21 units)

1. Required Courses (12 units):

FIN 500. Advanced Topics in Finance (3)
MGT 500. Human Behavior in Organizations (3)
MKT 500. Marketing Management (3)
MGT 590. Strategic Management (3)*

another class will be substituted for this class in MKT and CIS concentration.

* Must be taken during the last semester in residence

2. Select three courses from the following (9 units):

ACC 502. Advanced Topics in Accounting (3)
CIS 502. Advanced Topics in Information Systems (3)
FIN 502. Advanced Topics in International Business (3)
OMG 502. Advanced Topics in Operations Management (3)

NOTE: International Business Concentration students must include FIN 502 and two of the other courses listed above.

C. Each student must select one concentration from the following (9-15 units):

Finance Concentration (12 units)

FIN 503. Advanced Topics in Multinational Finance (3)
FIN 504. Financial Valuation Analysis (3)
FIN 505. Advanced Management of Financial Institutions (3)
FIN 506. Investments and Portfolio Management (3)
FIN 507. Derivatives and Futures Markets (3)
FIN 595. Special Topics in Finance (3)

General Business Concentration (9 units)

Students may choose one, two, or three electives to be offered as 595: Special Topics, and/or any other graduate business courses not used to satisfy other requirements for the degree. This also includes MKT 595 and MGT 595, FIN 595, OMG 595, CIS 595, ACC 595, Bus 595, Law 595 (3) or any elective not being used in another concentration.

Global Logistics and Supply Chain Management Concentration (9 units)

OMG 570 Supply Chain Design and Strategy (3)
OMG 575 Supply Chain Management Systems (3)
OMG 580 Global Logistics Management (3)

Human Resource Management Concentration (12 units)

1. Required Courses (9 units):

HRM 520. Essentials of Human Resource Management (3)
HRM 521. Compensation and Benefits (3)
HRM 525. Strategic Human Resource Management (3)

2. Select one from the following (3 units):

MGT 503. Advanced Topics in International Management (3)
MGT 512. Seminar in Entrepreneurship (3)
MGT 516. Leadership (3)

MGT 595. Special Topics in Management (3)

Information Technology Management Concentration (15 units)

1. Required courses (3 units):

CIS 580. Information Technology Management Capstone Project (3)*

* Class replaces MGT 590.

2. Select four from the following (12 units):

CIS 503. Information Technology in International Business (3)

CIS 520. Network-based Applications (3)

CIS 530. Enterprise Resource Planning (ERP) (3)

CIS 540. Data Warehousing and Data Mining (3)

CIS 550. Project Management (3)

CIS 560. Information Security for Management (3)

CIS 575. SAP Supply Chain (3)

CIS 595. Selected Topics in Computer Information Systems (3)

International Business Concentration (9 units)

FIN 503. Advanced Topics in Multinational Finance (3)

MGT 503. Advanced Topics in International Management (3)

MKT 503. International Marketing: Cases and Current Issues (3)

Logistics Management Concentration (15 units)

CIS 530. Enterprise Resource Planning (3)

CIS 575. SAP Supply Chain (3)

OMG 510. Logistics Application (3)

OMG 520. Logistics Case Studies (3)

OMG 580. Global Logistics Management (3)

Management Concentration (12 units)

1. Required Courses (6 units):

MGT 516. Leadership (3)

HRM 520. Essentials of Human Resource Management (3)

2. Select two from the following (6 units):

MGT 512. Seminar in Entrepreneurship (3)

HRM 521. Compensation And Benefits (3)

MGT 595. Special Topics (3)

MGT 503. Advanced Topics in International Management (3)

HRM 525. Strategic Human Resources Management (3)

Marketing Concentration (15 units)

1. Required Course (6 units):

MKT 501. Marketing Information Management (3)

MKT 580. Strategic Marketing (3) (replaces MGT 590 in core)

2. Select three courses from the following (9 units):

MKT 503. International Marketing: Cases and Current Issues (3)

MKT 510. Seminar in Business-to-Business Marketing (3)

MKT 512. Seminar in Services Marketing (3)

MKT 530. Negotiations and Persuasive Presentation (3)

MKT 531. Sales Management (3)

MKT 545. Seminar in New Product Development (3)

MKT 550. Internet Marketing (3)

MKT 560. Brand Management (3)

Post-MBA Certificate in Logistics Management (12 units)

Requirements

A. A Master's Degree from an accredited university.

B. Approval by the Assistant Dean.

C. The certificate may be earned by regularly matriculated students who complete the following CSUDH courses:

OMG 510. Logistics Application (3)

OMG 520. Logistics Case Studies (3)

CIS 530. Enterprise Resource Planning (3)

CIS 575. SAP Supply Chain (3)

Post-MBA Certificate in Marketing (15 units)

The Marketing Certificate program is designed to meet the needs of individuals who already hold a master's degree in another area, with a concentration in another field who now wish to acquire marketing knowledge and competence.

Admission Requirements

A. A Master's degree from an accredited university.

B. Approval by the Assistant Dean.

C. The certificate may be earned by regularly matriculated students who complete the following CSUDH courses:

1. Required courses (9 units).

MKT 500. Marketing Management (3)

MKT 501. Marketing Information Management (3)

MKT 580. Strategic Marketing (3)

2. Two electives selected from the following courses (6 units)

MKT 510. Seminar in Business-to-Business Marketing (3)

MKT 512. Seminar in Services Marketing (3)

MKT 530. Negotiations and Persuasive Presentation (3)

MKT 531. Sales Management (3)

MKT 545. Seminar in New Product Development (3)

MKT 550. Internet Marketing (3)

MKT 555. Seminar in Consumer Behavior (3)

MKT 595. Advanced Marketing Topics (3)

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

Accounting

Lower Division

ACC 230 Financial Accounting (3).

Prerequisite: MAT 9 or equivalent.

A survey of financial statements under existing generally accepted accounting principles. Emphasis is on underlying concepts, principles, and mechanics to make the statements meaningful to users.

ACC 231 Managerial Accounting (3).

Prerequisite: ACC 230.

Accounting for planning and control. Topics include objectives, terminology, concepts, product costing, cost patterns, cost-volume-profit analysis, contribution margin, profit planning, standard costs, flexible budgets, decentralized operations, relevant costs and uses of accounting data for managerial decision making.

Upper Division

ACC 330 Intermediate Accounting I (3).

Prerequisite: ACC 230.

Professional level accounting, conceptual framework, balance sheet, income statement, compound interest, cash, receivables, inventories, fixed and intangible assets, depreciation, current and contingent liabilities.

ACC 331 Intermediate Accounting II (3).

Prerequisite: ACC 330.

Professional level accounting, bonds and long-term notes, short-term and long-term investments, capital stock, retained earnings, income recognition, income taxes, post-employment benefits, leases, statement of cash flows, earnings per share, changes and errors, financial analysis.

ACC 333 Income Taxation I (3).

Prerequisite: ACC 230.

Federal income tax law as related to individuals and sole proprietorships.

ACC 336 Introduction to Internal Auditing (3).

Prerequisite: ACC 231 and CIS 270.

Survey of contemporary internal auditing with emphasis on financial, compliance, and operational auditing. Coverage will include audit planning, specific audit techniques, auditing in a computerized environment, emerging issues and report writing. Course includes case studies and computer applications.

ACC 337 Cost Accounting (3).

Prerequisite: ACC 231.

The nature, objectives, and procedure of cost accounting and control; job costing and process costing; joint product costing; standard costs; theories of cost allocation and absorption; uses of cost accounting data for management decision making.

ACC 339 Accounting and Control in Multinational Companies (3).

Prerequisite: ACC 231.

Study of comparative accounting systems, international accounting standards, currency translation and foreign exchange, transfer pricing, reporting, taxation, auditing and control problems.

ACC 340 Accounting Information Systems (3).

Prerequisites: ACC 230 and CIS 270.

The course focuses on both conceptual models and physical implementation of accounting information systems. Topics include the nature and relevance of accounting internal controls, the relationship of accounting systems to the functional areas of accounting, and contemporary information technology.

ACC 430 Advanced Accounting (3).

Prerequisite: ACC 331.

Concepts and principles of partnerships, business combinations, accounting for multinational enterprises, and introduction to governmental and nonprofit accounting.

ACC 431 Governmental and Non-Profit Accounting (3).

Prerequisite: ACC 230.

Nature of fund accounting systems used by governments and nonprofit entities. Topics include principles underlying fund accounting, budgeting procedures, discussion of types of funds used.

Course requirements include computerized term project.

ACC 433 Income Taxation II (3).

Prerequisite: ACC 333.

Federal income tax law as related to partnerships, corporations, estates and trusts; estate and gift taxes.

ACC 435 Auditing (3).

Prerequisites: ACC 330 and OMG 321.

The audit environment, reports, professional ethics, objectives, evidence and documentation, planning, analytical review, materiality and risk, internal control, attribute and variable sampling, EDP systems, transactions cycles, balance sheet and income statement accounts, compilations, reviews, and other special purpose reports.

Graduate

Graduate classified standing in the MBA program or consent of the MBA program coordinator is prerequisite to enrollment in graduate (500 level) courses.

ACC 502 Advanced Topics in Accounting (3).

Prerequisite: ACC 230 or equivalent.

Application of functional accounting in contemporary business. Decision making through the integrated use of financial accounting (reporting to outside interests) and managerial accounting (accounting information for internal decision making) including relevant income tax consequences. Case analysis oral/written presentation and computer usage required.

ACC 595 Selected Topics in Accounting (3).

Prerequisites: Graduate standing and ACC 502.

Intensive study of a specialized area of Accounting on a selected topic of particular interest to faculty and students. Three hours of seminar per week. Specific topic listed in class schedule.

Repeatable course.

Business

Upper Division

BUS 300 Business Communications (3).

Prerequisite: ENG 111 is required. Satisfaction of the junior level competency in writing requirement (GWE score of 7 or better OR a certification writing course such as ENG 350) is strongly recommended.

Introduces the Business Administration student to effective business communication tools and techniques. Includes all standard forms of contemporary business communication, both written and oral. Students will have weekly written and/or oral assignments with appropriate feedback. A-C/NC grading.

BUS 301 Employment Communications (1).

Prerequisite: ENG 111.

The course introduces tools and techniques that are used to produce effective business communication, both oral and written. You will learn specific skills that can be used in the

business world to convey thoughts, ideas and recommendations to coworkers and superiors, while enhancing your professional image and chances for future success. Emphasis will be placed on the job packet: resumes, cover letters, references and thank you letters.

BUS 302 Written Communications (1).

Prerequisite: ENG 111.

The course introduces tools and techniques that are used to produce effective business communication, both oral and written. You will learn specific skills that can be used in the business world to convey thoughts, ideas and recommendations to coworkers and superiors, while enhancing your professional image and chances for future success. Emphasis will be placed on drafting, revising and polishing professional business documents.

BUS 303 Oral Communications (1).

Prerequisite: ENG 111.

The course introduces tools and techniques that are used to produce effective business communication, both oral and written. You will learn specific skills that can be used in the business world to convey thoughts, ideas and recommendations to coworkers and superiors, while enhancing your professional image and chances for future success. Emphasis will be placed on oral communication skills.

BUS 445 International Business (3).

Prerequisites: FIN 360, MGT 310 and MKT 350.

An introduction to international business with an emphasis on the additional risks, uncertainties and difficulties of business conducted across national boundaries; examines the financial, management, legal accounting and marketing areas.

BUS 494 Independent Study in Business (3).

Prerequisites: Consent of the instructor and of the business administration advisement coordinator.

Independent research or other study under the direction of a full-time faculty member of the Business Administration Program. CR/NC grading. Repeatable course.

BUS 495 Special Topics in Business (1-3).

Prerequisite: Consent of the instructor.

Advanced seminar on a topic of current interest to the discipline of business administration. Repeatable course. Three hours of seminar per week.

BUS 496 Business Administration Internship (3).

Prerequisites: Upper division status and consent of Internship Coordinator.

Under direction of the Internship Coordinator, students work in a business organization applying skills and knowledge learned in the classroom. CR/NC grading. Repeatable course.

Graduate

Graduate classified standing in the MBA program or consent of the graduate program coordinator is prerequisite to enrollment in graduate (500 level) courses.

BUS 594 Independent Study in Business (3).

Prerequisites: Consent of the instructor and MBA program coordinator.

Independent research or special projects under the direction of a full-time faculty member of the master of business administration program. CR/NC grading. NOTE: Cannot substitute for a required course or elective.

BUS 595 Selected Topics in Business (1-3).

Prerequisite: Completion of core courses.

A variable topics course in a functional area of business administration or of special interest to business management. New topics will be offered each term. Repeatable course. Three hours of seminar per week.

BUS 600 Graduate Continuation Course (1).

Prerequisite: Consent of graduate program coordinator required.

Graduate students who have completed their course work but not their thesis project or comprehensive examinations or who have other requirements remaining for the completion of their degree may maintain continuous attendance by enrolling in this course.

Information Systems

Lower Division

CIS 270 Information Systems and Technology Fundamentals (3).

Provides an introduction to information technology, systems concepts, and application software. Covers system components and relationships, cost/value and quality of information, and package software solutions. Includes basic skills related to operating systems, word processing, spreadsheet software, and the Internet.

CIS 272 Business Programming I (3).

Prerequisite: CIS 270 or CSC 111 or CSC 121 may be taken concurrently.

Provides an understanding of algorithm development, programming, computer concepts and the design and application of data and file structure. Topics include file processing, data analysis, form design, and report generation.

CIS 275 Internet Literacy (3).

Prerequisite: CIS 270 or CSC 111 or CSC 121 is recommended.

Digital skills and concepts needed for success in the Internet era as a student, professional, and lifelong learner. Concepts pertaining to Internet technology and applications, and their implications for key relationships of human kind to the social and physical environment. Skills using and developing Internet applications in everyday life.

CIS 276 Personal Productivity with Information Systems Technology (3).

Prerequisite: CIS 270

Enables student to improve their skills as knowledge workers through effective and efficient use of productivity software. Covers advanced features of word processing, spreadsheet, presentation, database, and groupware, including applications development.

Upper Division

CIS 370 Information Systems Theory and Practice (3).

Prerequisite: CIS 270 or CSC 111 or CSC 121.

Provides an introduction to organizational systems, planning, and decision process, and how information is used for decision support in organization. Covers the concepts of information systems for competitive advantage, data as a resource, quality control and reengineering, management and development of systems, and end-user computing.

CIS 371 Business Programming II (3).

Prerequisite: CIS 272.

Analysis, design, and development of business applications using object-oriented programming languages. Topics include GUI interface, application optimization, client/server applications, ad hoc queries, and dynamic link libraries.

CIS 372. Systems Analysis and Design (3).

Prerequisite: CIS 370 may be taken concurrently.

Business computing systems, with emphasis on system analysis; tools and techniques of systems study; problem definition, data requirements and analytical approaches.

CIS 373 Database Systems (3).

Prerequisites: CIS 370. CIS 272 is recommended.

Concepts of data structures and data base processing; major approaches to design and implementation of data base applications; discussion of commercial systems.

CIS 375 Data Communications (3).

Prerequisite: CIS 370.

History and trends of hardware/software for telecommunications; asynchronous and synchronous protocols; codes; case studies of current commercial applications; distributed processing; carriers, services and regulatory agencies; standards; error management; reliability; design and tuning of networks; security.

CIS 378 Information Security Theories and Practice (3).

Prerequisites: CIS 272 or CIS 275, and CIS 370.

Covers security policies, models, and mechanisms for privacy, integrity, and availability. The business impact of security is also discussed along with countermeasures and best practices used to prevent or mitigate the effects of attacks and malicious code. Various IT security threats and foundation of an overall information security program needed to combat these threats are described.

CIS 471 Advanced, Network-Based Applications (3).

Prerequisites: CIS 275.

Covers network-based applications in commerce and cooperative work. Internet publishing and commerce, Internet Protocol servers, database connectivity, computer support of cooperative work.

CIS 474 Project Management Fundamentals (3).

Prerequisite: CIS 372.

This course focuses on basic tools, techniques, and concepts for guiding a scientific project from inception to successful completion. Also, this course demonstrates how complexity can be managed in a manner that increases the probability of project success. Students of this course will gain a working knowledge of the major areas of the project management Body of Knowledge (PMBOK as defined by the Project Management Institute.)

CIS 476 Advanced Concepts for Business Systems (3).

Prerequisite: CIS 370.

Special topics from modern computing developments. Special emphasis will be given to topics not included in other course offerings (e.g., decision support systems, videotex, etc.). Repeatable course.

CIS 477 Advanced Data Communications (3).

Prerequisite: CIS 370 and CIS 375.

Covers advanced topics required to design, implement, and maintain networks, including the advanced aspects of protocol models, IP addressing, routing, subnetting, and the configuration and operation of network devices.

CIS 478 Firewall and Computer Network Security (3).

Prerequisites: CIS 275 or CIS 375.

Provides an introduction to firewalls and other network security components and elements that can work together to create an in-depth defensive perimeter around a LAN. These include packet filtering, authentication, proxy servers, encryption, bastion, virtual private networks, log file

maintenance, and intrusion detection systems. Practical topics in network security include policy and mechanism, malicious code; intrusion detection, prevention, response; cryptographic protocols for privacy and integrity are also covered.

CIS 480 Data Mining and Business Intelligence (3).

Prerequisite: CIS 373.

Data mining concepts such as data pattern recognition, data cleansing, data transformation, and data extraction. Also, typical processes, tools, and applications for better business decisions.

CIS 482 Databases and Web Security (3).

Prerequisites: CIS 373 and CIS 478.

This course introduces methods of protecting data: discretionary and mandatory access controls, secure database design, data integrity, secure architectures, secure transaction processing, information flow controls, inference controls, and auditing. Security models for relational and object-oriented databases, methods to develop the overall security program necessary to protect data and react to threats as they occur, and security problems raised by data warehousing and data mining are discussed. Furthermore the course covers Web security including SSL/TLC protocols, HTTPS as it relates to SSL, the most common uses of Instant Messaging application, and the variety of mainstream web tools such as JavaScript, Buffer Overflow, ActiveX, Cookies, Applets, and SMTP that are commonly exploited by attackers on the internet.

CIS 488 Management of Information Security (3).

Prerequisites: CIS 482 or may be taken concurrently.

This course provides a management overview of information security and a thorough treatment of the administration of the information security. Issues based on the management functions of Planning, Policy, People, Project Management, Risk Management, and Risk Protection are discussed. The course also discusses practical methods for 1) developing practical risk assessment procedures that link security to business needs, 2) involving business managers in risk assessment, and 3) managing risk on a continuing basis.

CIS 494 Independent Study in Computer Information Systems (3).

Prerequisites: CIS 372, minimum GPA 3.0, and upper division standing.

Independent research or special project under the direction of a full-time faculty member in the Computer Information Systems Department. CR/NC grading.

CIS 496 Internship in Computer Information Systems (3).

Prerequisites: Minimum GPA 3.0.

A project-type course in computer information systems carried out on an independent basis, with the cooperation of an industrial or governmental concern that is active in the CIS field.

Professional report describing project is required. CR/NC grading.

Graduate

Graduate classified standing in the MBA program or consent of the graduate program coordinator is prerequisite to enrollment in graduate (500 level) courses.

CIS 502 Advanced Topics in Information Systems (3).

Prerequisite: CIS 270.

Covers issues of concern to managers in areas such as information processing applications and technology, management of the information processing function, impacts of information technology on the firm and on society, global information systems and the information superhighway.

CIS 503 Information Technology in International Business (3).

Prerequisite: CIS 502 may be taken concurrently.

Applying information technology in international business. Topics include traditional and Web-based EDI (electronic data interchange), ebXML, global telecommunications, collaborative technology, supply chain management, strategic management of international information systems, legal and cultural challenges to implementing international information systems.

CIS 520 Network-based Applications (3).

Prerequisite: CIS 502 may be taken concurrently.

This course focuses on the applications and implications of networks for individuals, organizations and society. It covers the historical aspects of networks and their applications, the emerging network applications, and the impact of network applications on individuals, organizations and society.

CIS 530 Enterprise Resource Planning (ERP) (3).

Prerequisite: CIS 502 may be taken concurrently.

A theoretical and practical study on enterprise resource planning (ERP) systems, including the architecture and differentiation among major commercial ERP software, ERP relationship to various functional business areas, issues of implementing ERP, and the security and confidentiality issues in ERP.

CIS 540 Data Warehousing and Data Mining (3).

Prerequisite: CIS 502 may be taken concurrently.

This course covers topics in (1) data warehousing, e.g. extracting, cleaning, and organizing data from transactional databases, (2) data mining, e.g. extracting patterns and relationships from the data warehouse, and (3) decision making based on the patterns from the data mining process.

CIS 550 Project Management (3).

Prerequisite: CIS 502 may be taken concurrently.

This course addresses how IT projects should be managed. Topics include human resources management, communications management, scope management, quality management, scheduling/time management, cost and resource management, risk management, contract/procurement management, and project integration.

CIS 560 Information Security for Management (3).

Prerequisite: CIS 502 may be taken concurrently.

Topics on information security include the legislation and standards, law and ethics, planning for security and contingencies, policies and procedures, security management, network vulnerabilities, firewall, viruses and other malicious code, risk management, protection mechanisms and current problems in system security.

CIS 575 SAP Supply Chain (3).

Prerequisite: CIS 530 and OMG 510.

This course will teach the student how to use SAP software to structure and implement solutions to various aspects of supply chain operations. Among the topics to be covered will be demand and supply planning, procurement, manufacturing, warehousing, order fulfillment, and transportation.

CIS 580 IT Management Capstone Project (3).

Prerequisite: CIS 502 and completion of at least 3 electives.

In this course, students tackle real life IT management projects. Emphases are on applying theoretical frameworks to align enterprise IT and business strategies, and on integrating and applying knowledge and skills that they have acquired from the previous course work.

CIS 594 Independent Study in Computer Information Systems (3).

Prerequisites: Consent of the instructor and MBA program coordinator.

Independent research or other study under the direction of a full-time faculty member of the Computer Information Systems Department. CR/NC grading. Repeatable course.

CIS 595 Selected Topics in Computer Information Systems (3).

Prerequisites: Graduate Standing and CIS 502.

Intensive study of a specialized area of Computer Information Systems on a selected topic of particular interest to faculty and students. Three hours of seminar per week. Specific topic listed in class schedule. Repeatable course.

Economics

Lower Division

ECO 210 Economic Theory 1A Microeconomics (3).

Introductory microeconomic theory; resource allocation, output determination; production theory, income distribution.

ECO 211 Economic Theory 1B Macroeconomics (3).

Introductory macroeconomic theory; national income accounting, national income determination, monetary and fiscal policy.

Upper Division

ECO 340 International Trade Theory (3).

Prerequisites: ECO 210 and ECO 211.

Classical and modern theories of international trade, theory and practice of protection, commercial policies, balance of payment adjustments and regional trade organizations.

ECO 341 International Finance (3).

Prerequisites: ECO 210 and ECO 211.

Analysis of international financial transactions, capital movements, international financial organizations, balance of payments, key currencies and exchange rates. Comparison of alternative international monetary systems.

ECO 494 Independent Study (2-3).

Prerequisites: ECO 210 and ECO 211, and consent of instructor are recommended.

Individual study of some topic or problem under the supervision of a member of the Economics Department. Repeatable course.

Finance

Lower Division

FIN 200 Personal Finance for Non-Finance Majors (3).

A survey of concepts and tools that can help consumers improve the management of their personal finances. The course may help students identify psychological and social processes used to influence how we spend our money in ways that benefit those institutions, but may conflict with their self-interest.

Upper Division

FIN 360 Business Finance (3).

Prerequisite: ACC 230, ECO 210, and one of the following, MAT 105, MAT, 131, MAT 153, MAT 171, MAT 191, or MAT 193.

A survey of the decision framework for financial management; forecasting and planning, major investment and financing decisions, control and interaction with capital markets.

FIN 375 Personal Financial Planning (3).

Prerequisite: Consent of instructor.

Provides an understanding of personal finance issues relating to budgeting, planning credit, retirement planning, insurance investments, and estate planning. Students will be able to adopt principles studied to their personal lives and make better decisions.

FIN 382 Financial Analysis (3).

Prerequisite: FIN 360.

Readings and case studies in financial theory and practice relating to financial statement analysis, capital budgeting, short-term and long-term financial management; computer applications.

FIN 426 Portfolio Management (3).

Prerequisite: FIN 360.

Basic procedures and analytical tools necessary to construct, analyze, evaluate and revise investment portfolios or groups of assets, including computerized portfolios models.

FIN 467 Real Estate Finance and Investment (3).

Prerequisite: FIN 360.

Practical analysis of financial techniques and investment opportunities and procedures for real property; investigation of costs, returns, profitability, tax implications, depreciation, financial institutions, markets, instruments, agencies of real estate finance, uses of computerized analysis.

FIN 468 Seminar in Investment Analysis (3).

Prerequisite: FIN 360.

Security analysis, valuation and portfolio management; emphasis on investment criteria, sources of information, types of financial investments. Three hours of seminar per week.

FIN 480 Economics of the Firm (3).

Prerequisites: ECO 210, ECO 211 and OMG 321.

Applications of economic theory to management decisions; emphasis on analysis and quantitative techniques appropriate for solving forecasting, production, cost and pricing problems under various market conditions; computer applications when appropriate.

FIN 481 Financial Institutions Management (3).

Prerequisite: FIN 360.

Management of financial institutions, including principles, practices and procedures financing, international capital asset pricing model and ethical concerns. Case analysis, oral/written presentation and computer usage required.

FIN 484 Financial Forecasting and Modeling (3).

Prerequisites: FIN 360 and OMG 321.

Techniques for estimation of sales, investment and other financial variables. Emphasis will be on modeling using statistical software and spreadsheets.

FIN 485 Entrepreneurial Finance (3).

Prerequisite: FIN 360.

This course focuses on the unique financing issues as they relate to starting and managing a new business venture or a small business. The course covers topics such as sources of capital for start-ups, financial planning for growing businesses, venture capital, and Initial Public Offerings.

FIN 488 Multinational Financial Transactions (3).

Prerequisite: FIN 360.

Short term export and import financing, including the fundamentals of foreign exchange, commercial drafts, and letters of credit; international banking procedures, private and public sources, and problems of risk and security.

FIN 494 Independent Study in Finance (3).

Independent study of particular topics in Finance under the direction of a full time member of the Finance Department. CR/NC grading.

FIN 496 Internship in Finance (3).

Under the direction of the Internship Coordinator, students work in a business organization applying the skills and knowledge learned in the classroom. CR/NC grading.

Graduate

Graduate classified standing in the MBA program or consent of the graduate program coordinator is prerequisite to enrollment in graduate (500 level) courses.

FIN 500 Advanced Topics in Finance (3).

Prerequisite: FIN 360.

Analysis of decisions in financial management. Includes financial planning, working capital management, capital budgeting, valuation analysis, portfolio management, capital structure, ethical and multinational concerns. Case analysis, oral/written presentation and computer usage required.

FIN 502 Advanced Topics in International Business (3).

Prerequisite: FIN 360.

Exploration of issues related to all functional areas within a global business environment. Emphasizes the additional opportunities, risks, uncertainties and difficulties of conducting business across national boundaries. Case analysis, oral/written presentation and computer usage required.

FIN 503 Advanced Topics in Multinational Finance (3).

Prerequisite: FIN 502.

Financial decision making in global setting: financial systems, Euro-currency markets, balance of payments, foreign exchange markets, risk measurement, hedging, trade.

FIN 504 Corporate Finance-Valuation Approach (3).

Prerequisite: FIN 500.

Principles of valuation; projecting earnings; discounting future cash flows; the price/earnings method; dividend discount model; market value vs. replacement value; the role of premiums when buying public companies; financing alternatives.

FIN 505 Advanced Management of Financial Institutions (3).

Prerequisite: FIN 500.

An examination of the nature and role of financial institutions in the economy, money markets, and capital markets, the Federal Reserve System and monetary policy, the commercial banking system, thrift institutions, insurance companies, pension funds, investment companies, and other major financial institutions.

FIN 506 Investment and Portfolio Management (3).

Prerequisite: FIN 500.

An overview of the investment environment for the institutional money manager. The market mechanism, market equilibrium, the relationship between risk and return and the valuation of various investment instruments are investigated. Analyzes contemporary theories and techniques of security selection and management available to the institution portfolio manager.

FIN 507 Derivatives and Future Markets (3).

Prerequisite: FIN 500.

Futures markets; mechanics of buying and selling futures; options; pricing of options; hedging; regulation of futures markets; stock index futures; interest rate futures; interest rate and other swaps.

FIN 595 Selected Topics in Finance (3).

Prerequisites: Graduate standing and FIN 500.

Intensive study of a specialized area of Finance on a selected topic of particular interest to faculty and students. Three hours of seminar per week. Specific topic listed in class schedule. Repeatable course.

Human Resources Management

Upper Division

HRM 313 Human Resource Management (3).

Current theory and practice of the personnel function in organizations. Includes job analysis, recruiting, selection, training and development, compensation, performance evaluation and contemporary quality of work life issues and job redesign; uses case analysis, lecture and role-playing.

HRM 316 Labor and Industrial Relations (3).

The Labor/Management process in private sector organizations; development of employee organizations; collective bargaining; contract administration; labor law, labor economics; role of the NLRB and the FMCS; case analysis and role-playing.

HRM 318 Training and Development (3).

Practical skills needed to design and facilitate effective training programs in organizations. This highly interactive course focuses on strategies for assessing, designing, and implementing training and development efforts that positively impact the performance of the individual and the work group.

HRM 321 Compensation and Benefits (3).

Prerequisite: MGT 310.

Focuses on best practices in compensation, particularly how to design effective compensation systems. Topics will include legal aspects of compensation and design of base pay systems, incentive plans, and benefit packages.

HRM 425 Seminar in Strategic Human Resources Management (3).

Prerequisite: MGT 310, HRM 313 and HRM 321 (or concurrent enrollment).

Integrates human resource management functions from the strategic perspective, dealing with environments, Human Resources Management (HRM) strategies, HR planning, legal issues, and labor relations in combination with basic HRM functions. Focuses on both theoretical and practical aspects.

Graduate

Graduate classified standing in the MBA program or consent of the graduate program coordinator is prerequisite to enrollment in graduate (500 level) courses.

HRM 520 Essentials of Human Resource Management: Job Analysis, Staffing, Training and Development (3).

Prerequisites: MGT 500 or concurrent enrollment.

Focuses on best practices in essential areas of human resource management: job analysis, recruiting, selection, training and development. Students learn how to develop effective HR selection practices, as well as training programs and career paths that motivate employees.

HRM 521 Compensation and Benefits (3).

Prerequisites: HRM 520 and MGT 500.

Focuses on best practices in compensation. Students will learn how to design effective compensation plans and policies, as well as laws regarding pay and benefits.

HRM 525 Strategic Human Resource Management (3).

Prerequisites: HRM 520 and HRM 521 (HRM 521 may be taken concurrently).

Focuses on strategic aspects of human resource management, including strategic perspectives on human resources, labor relations, legal issues and global human resource management. Uses both a theoretical approach and real work-setting case application.

Law

Lower Division

LAW 240 Legal Environment of Business (3).

Analysis of the legal process; functions and operations within a federal system; contracts; sales; tort liability as it impacts business; government regulation of business.

Upper Division

LAW 340 Law of Business Organizations (3).

Legal consequences of selection of one form of business organization over another; analysis of the law of corporations, partnerships, and agencies; law of the workplace; corporate ethics and social responsibilities.

LAW 342 Employment Law (3).

Prerequisites: LAW 240 is recommended.

Overview of the laws impacting the workplace; anti-discrimination law; employee safety, health and privacy; the employer-employee contract; labor law; regulatory agencies; retirement compensation; other statutory rights.

Graduate

Graduate classified standing in the MBA program or consent of the graduate program coordinator is prerequisite to enrollment in graduate (500 level) courses.

LAW 595 Special Topics in Law (3).

Prerequisites: Graduate Standing.

Intensive study of a specialized area of Law on a selected topic of particular interest to faculty and students. Three hours of seminar per week. Specific topic listed in class schedule.

Repeatable course.

Management

Upper Division

MGT 200 Global Organizational Ethics and Social Responsibility (3).

This course will cover key issues involving ethics and social responsibility in global organizations. The course will focus on the interdependencies between people and their organizations. We will study historical ethical perspectives of major Eastern, Middle Eastern and Western philosophies.

MGT 310 Management Theory (3).

Focuses on the management processes of planning, organizing, leading, and controlling; includes discussions of social and ethical issues in business; case studies and written reports.

MGT 312 Organizational Behavior (3).

Prerequisite: MGT 310.

Causes and consequences of individual and group behavior in business, organizational communications, interpersonal relations, and conflict resolution; cases and role-playing.

MGT 412 Small Business Management (3).

Prerequisites: ACC 230, MGT 310 and MKT 350.

Role of small business in America; project- oriented activities include establishing, financing and operating independent businesses; designed to develop entrepreneurial skills and insights into managing a small business.

MGT 416 Leadership (3).

Prerequisite: MGT 312.

An in-depth analysis of theories and practice of leadership. Course is designed to give the student an understanding of the leadership skills, styles, and behavior in a variety of managerial roles.

MGT 418 International Management (3).

Prerequisite: MGT 310.

Study of management processes such as planning, organizing, staffing, directing and controlling under conditions other than those found today in the United States. Countries studied vary from year to year; case analysis and class projects. Three hour of seminar per week.

MGT 430 Strategic Communication (3).

Prerequisite: MGT 310.

Development of effective strategic communication plans, including identification of key audiences and issues. Formulation of key messages, tactics, timeline, budget and evaluation. Exploration of the changing environment for business, reputation, corporate advertising, media, internal communications, government relations, and crisis communication.

MGT 490 Strategic Management Seminar (3).

Prerequisites: Completion of all business core courses; OMG 322 and BUS 445 may be taken concurrently.

An integrating capstone course dealing with problems of business management; uses actual business cases for analysis and decision-making.

MGT 494 Independent Study in Management (3).

Prerequisite: Completion of at least two management concentration courses and approval of the Department Chair.

Independent study of particular topics in Management under the direction of a full-time faculty member of the Business Administration Program. CR/NC grading.

MGT 495 Special Topics in Management (3).

Prerequisites: MGT 310.

Study of a current topic in Management. Repeatable course.

MGT 496 Internship in Management (3).

Prerequisite: Completion of at least two management concentration courses and approval of the Department Chair.

Under the direction of the Internship Coordinator, students work in a business organization applying skills and knowledge learned in the classroom. CR/NC grading. Repeatable course.

Graduate

Graduate classified standing in the MBA program or consent of the graduate program coordinator is prerequisite to enrollment in graduate (500 level) courses.

MGT 500 Human Behavior in Organizations (3).

Prerequisite: MGT 310.

An experiential course designed to teach management skills such as conflict resolution, motivation, leadership, and communication, as well as the functioning of groups. Case analysis and oral/written presentations required.

MGT 503 Advanced Topics in International Management (3).

Prerequisite: Graduate Standing.

Applies international management practices and managerial behavior to decision making. Topics will include national differences in culture, strategies for communicating, cooperating across cultures, and managing global operations. Case analysis and oral/written presentations required.

MGT 512 Seminar in Entrepreneurship (3).

Prerequisite: MGT 500.

Provides an understanding of the entrepreneur and the entrepreneurial process. Emphasis on new venture planning and establishment of new firms. The distinctive focus is enterprise creation. Case studies and “live” discussions with small business owners and successful entrepreneurs are featured.

MGT 516 Leadership (3).

Prerequisite: MGT 500.

Builds on knowledge of leadership provided in the human behavior course, expands the scope and depth of knowledge of leadership theories, provides practice in basic leadership skills, and develops the student’s self-knowledge of his or her preferred leadership styles.

MGT 590 Strategic Management (3).

Prerequisite: Must be taken during the last semester in residence.

Strategy, leadership from middle to top management perspective. Use of cases, readings, simulations to integrate functional fields of business. Requires team activities, strategy formulation/implementation, serving purpose of comprehensive project. Case analysis, oral/written presentation and computer usage required.

MGT 594 Independent Study in Management (3).

Prerequisite: Graduate standing and completion of MGT 500.

Independent study of particular topics in management under the direction of a full-time faculty member of the Business Administration Program. CR/NC grading. Repeatable course.

MGT 595 Special Topics in Management (3).

Prerequisite: Graduate standing and completion of MGT 500.

Intensive study of a specialized area in management on a selected topic of particular interest to faculty and students. Intended for students with senior or graduate standing. Specific topic listed in class schedule. Repeatable course.

Marketing

Upper Division

MKT 350 Principles of Marketing (3).

Prerequisite: ECO 210 recommended.

Survey of the marketing function, including the marketing environment and target markets; marketing strategy with emphasis on the marketing mix; social and ethical responsibilities of marketing.

MKT 351 Sales Management and Sales Techniques (3).

Prerequisite: MKT 350.

Organizing, motivating and controlling the activities of the sales force. Developing the knowledge and skills of professional selling useful for accomplishing career objectives; cases and role playing required.

MKT 352 Advertising and Promotion Management (3).

Prerequisite: MKT 350.

Management and coordination of advertising, marketing public relations, and sales promotion; case analysis and presentations.

MKT 353 Retail Marketing Management (3).

Prerequisite: MKT 350.

Selecting store location, layout, merchandise goods, assortments, and selling to target market, including sales growth through direct marketing, franchising and acquisition; cases and field research required.

MKT 355 Consumer Behavior (3).

Prerequisite: MKT 350 (may be taken concurrently).

Consumer buying patterns, motivation, and search behavior; consumer decision-making process; interdisciplinary concepts from economics, sociology, psychology, cultural anthropology, and mass communications; case analysis and research projects.

MKT 358 International Marketing (3).

Prerequisite: MKT 350.

Analysis of international marketing problems including economic, social, cultural, technological, political, geographic and competitive forces; cases and projects.

MKT 445 New Product Management (3).

Prerequisite: MKT 350.

Focuses on product/service decisions and development processes. Covers the role of new products in marketing and corporate management, along with product policy concepts - product life cycle and product positioning. Case analysis, oral/written presentation and computer usage required.

MKT 450 Internet Marketing (3).

Prerequisites: MKT 350.

The principal focus of this course will be on understanding the marketing implications on internet marketing. Students will learn how internet marketing differs from traditional marketing and determine the role of marketing functions in internet programs; cases and projects.

MKT 451 Trade Show and Event Marketing (3).

Prerequisite: MKT 350.

How to create and manage trade shows, exhibits, and events successfully. Students will learn how to organize, plan, strategize, execute, and measure trade shows and events. Focuses on how to improve marketing productivity and effectiveness.

MKT 452 Sports and Entertainment Marketing (3).

Prerequisites: MKT 350.

Theory and practice of the strategic marketing processes applied to sports and entertainment enterprises; planning marketing mixes; market selection decisions; distribution strategies; media mergers and acquisitions; cross platform marketing; regulation issues; sponsorships and events; readings and case studies.

MKT 454 Marketing Research (3).

Prerequisites: MKT 350 and OMG 321.

The marketing research process with an emphasis on cost versus value of information for decision-making: problem formulation, research design, sources of research data, measurement techniques and data collection, sampling techniques, data analysis, interpretation, and reporting; term research projects.

MKT 459 Seminar in Marketing Management (3).

Prerequisites: Prior completion of at least four courses from the Marketing concentration; MKT 355, MKT 454, FIN 360 and OMG 322 are recommended.

Comprehensive analysis of marketing management problems, functions, and the decision-making process; emphasis on the case method as related to problems of product, price, distribution and promotion.

MKT 494 Independent Study in Marketing (3).

Prerequisite: Completion of at least two marketing concentration courses and approval of the Department of Marketing Chair.

Independent study of particular topics in Marketing under the direction of a full-time faculty member of the Marketing Department. CR/NC grading. Repeatable course.

MKT 495 Special Topics in Marketing (3).

Prerequisite: MKT 350.

Study of a current topic in Marketing. Repeatable course.

MKT 496 Internship in Marketing (3).

Prerequisite: Completion of at least two marketing concentration courses and approval of the Department of Marketing Chair.

Under the direction of the Internship Coordinator, students work in a business organization applying skills and knowledge learned in the classroom. CR/NC grading. Repeatable course.

Graduate

Graduate classified standing in the MBA program or consent of the graduate program coordinator is prerequisite to enrollment in graduate (500 level) courses.

MKT 500 Marketing Management (3).

Prerequisite: MKT 350.

Current topics in strategic marketing: strategic planning, market resource allocation, buying behavior, forecasting, product positioning. Social, legal, ethical and global issues in marketing will be explored. Case analysis oral/written presentations and computer usage required.

MKT 501 Marketing Information Management (3).

Prerequisite: MKT 500.

Learn important tools and databases needed by marketers for decision-making. The course explores the applications of marketing information as a competitive tool. Also covers marketing research tools and processes. Case analysis, oral/written presentation and computer usage required.

MKT 503 International Marketing: Cases and Current Issues (3).

Prerequisite: MKT 500.

Current topics in international marketing. Topics include strategic planning, global environmental variables, marketing research in international markets, export and import process and negotiations.

MKT 510 Business-to-Business Marketing (3).

Prerequisite: MKT 501 or concurrent enrollment.

Focuses on the strategies used for marketing products and services to commercial, institutional, and governmental markets. Case analysis, oral/written presentation and computer usage required.

MKT 512 Seminar in Services Marketing (3).

Prerequisite: MKT 501 or concurrent enrollment.

Examines the marketing and managerial implications of the differences between goods and services. Covers many service marketing concepts, including the relationship between the service provider and customer, the real-time process experience of services, customer satisfaction and service quality.

MKT 530 Negotiation and Persuasive Presentation (3).

Prerequisite: MKT 501 or concurrent enrollment.

Introduces students to the best principles used in marketing negotiations. Students will understand characteristics of a good negotiator; critical elements in negotiations, strategies and tactics used for and against. Also includes improving communication through personal presentation.

MKT 531 Sales Management (3).

Prerequisite: MKT 501 or concurrent enrollment.

Discusses the strategic and tactical aspects of sales force management. Appropriate for students interested in careers in sales management or management positions in companies whose revenues and profits depend on a productive sales force.

MKT 545 Seminar in New Product Development (3).

Prerequisite: MKT 501 or concurrent enrollment.

Focuses on product/service decisions and development processes. Covers the role of new products in marketing and corporate management, along with product policy concepts - product life cycle and product positioning. Case analysis, oral/written presentation and computer usage required.

MKT 550 Internet Marketing (3).

Prerequisite: MKT 501 or concurrent enrollment.

Focuses on the marketing functions as they pertain to Internet Marketing, including the Internet marketing environment and target markets; marketing strategy with an emphasis on the marketing mix; social and ethical responsibilities. Case analysis, oral/written presentation and computer usage required.

MKT 555 Seminar in Consumer Behavior (3).

Prerequisite: MKT 501 may be taken concurrently.

Focuses on managerial concerns related to the understanding of consumer buying patterns, motivations, and search behavior; consumer-decision making process; interdisciplinary concepts from economics, sociology, psychology, cultural anthropology, and mass communication.

MKT 560 Brand Management (3).

Prerequisite: MKT 500.

The course explores the field of brand management through the use of case studies of leading marketers and their strategies for effectively building and managing brands. Topics include brand building, positioning, measuring, and managing brand equity.

MKT 580 Strategic Marketing (3).

Prerequisites: MKT 501 and three marketing electives; one marketing elective may be taken concurrently.

Provides a comprehensive framework for the application of marketing concepts to the development and implementation of marketing strategy. Emphasizes the development of an effective marketing plan. Competitive computer simulation, case analysis, oral/written presentation and computer usage required.

MKT 594 Independent Study in Marketing (3).

Prerequisite: Graduate standing and completion of MKT 500.

Independent study of particular topics in Marketing under the direction of a full-time faculty member of the Business Administration Program. CR/NC grading. Repeatable course.

MKT 595 Special Topics in Marketing (3).

Prerequisite: Graduate standing and completion of MKT 500.

Intensive study of a specialized area in marketing on a selected topic of particular interest to faculty and students. Intended for students with a senior or graduate standing. Specific topic listed in class schedule. Repeatable course.

MKT 596 Internship in Marketing (3).

Prerequisite: Graduate standing and completion of MKT 500.

Under the direction of the Internship Coordinator, students work in a business organization applying skills and knowledge learned in the classroom. CR/NC grading. Repeatable course.

Operations Management

Lower Division

OMG 220 Introduction to Transportation Management (3).

Introduction to the alternative modes, systems, rates, services, and regulations in global transport including ocean, air, and surface carriers and systems.

OMG 221 Introduction to Business Statistics (3).

An introductory course covering fundamentals of modern statistical methods. Topics include descriptive statistics, probability rules and laws, the binomial and normal distributions, sampling and sampling distributions, estimation, and hypothesis testing.

OMG 225 Introduction to Logistics Management (3).

Introduction to logistics concepts and systems, including inventory and warehouse management, logistics information systems, facility location, and global logistics.

OMG 230 Introduction to Supply Chain Management (3).

This course is an overview of the entire supply chain and its key elements. It covers basic concepts and terminology used in demand planning, inventory planning, material planning, distribution planning, fulfillment planning, and related components of a supply chain.

Upper Division

OMG 321 Business Statistics (3).

Prerequisite: MAT 131, or OMG 221.

Topics include inferential statistics, analysis of variance, multiple regression, time series forecasting and their application in business decision making process. Excel and/or a statistical software will be used throughout the course.

OMG 322 Operations Management (3).

Prerequisite: OMG 321.

Analysis of the management functions in the production area with emphasis on computer applications and practical problem-solving. Includes international developments.

OMG 420 Global Transportation Management (3).

Prerequisite: OMG 220 and OMG 321.

This course provides advanced study of alternative modes, systems, rates, and regulations in global transport including ocean, air, and surface carriers. It also includes analysis of problems concerning the distribution of consumer products, including environmental, social, and political issues.

OMG 423 Principles of Business Analytics (3)

Prerequisite: OMG 321.

Use of deterministic, probabilistic, and computer-based methods in support of management decision-making with emphasis on computer applications and practical problems.

OMG 425 Logistics Management (3).

Prerequisite: OMG 225 and OMG 321.

This course covers advanced topics in managing of logistics systems including inventory control, distribution network analysis, facility location analysis, and storage of materials and the warehousing finished goods.

OMG 430 Supply Chain Management (3).

Prerequisites: OMG 230 and OMG 322.

Advanced study of all activities associated with the flow and transformation of goods from the raw material stage (extraction), through to the end user, as well as the associated information flow.

Graduate

Graduate classified standing in the MBA program or consent of the graduate program coordinator is prerequisite to enrollment in graduate (500 level) courses.

OMG 502 Advanced Topics in Operations Management (3).

Prerequisite: OMG 321 or equivalent.

Management of operations process including production and service aspects. Topics include capacity and location planning, scheduling, facility layout, project and inventory management quality improvement. Behavioral, multinational ethical issues will be considered. Case analysis, oral/written presentation and computer usage required.

OMG 510 Logistics Application (3).

This course introduces students to various logistics application areas. Key areas to be covered include: warehouse management; pipeline management; inventory management; distribution; scheduling; freight consolidation and forwarding; international aspects of logistics; ocean/land carrier logistics; fleet operations; site location; and tariffs.

OMG 520 Logistics Case Studies (3).

This course will expose students to transportation and logistics case studies in logistics such as United Parcel service, Dell, Ford, Cathay Pacific, Royal Caribbean Cruises, etc. Students will be exposed to logistics problems faced by major companies and how they were solved.

OMG 570 Supply Chain Design and Strategy (3).

Prerequisite: BUS 495 or Statistics is recommended.

This course covers principles and fundamental concepts in supply chain management. It also introduces several quantitative methods to design and efficient supply chain. Topics include: demand forecasting, inventory management, supply chain network design, coordination, logistics and sourcing.

OMG 575 Supply Chain Management Systems (3).

Prerequisite: OMG 570. CIS 530 is recommended.

Apply information systems to support supply chain, focusing on delivering performance consistent with a firm's competitive strategy. Topics include study of existing SCM information systems, demand-driven networks, CRM, collaboration, supplier relationship management, logistics, and integration of SCM systems to company's ERP system.

OMG 580 Global Logistics Management (3).

In this course, students tackle real life Logistics management projects. Emphases are on applying theoretical frameworks to align enterprise Logistics and business strategies, and on integrating and applying knowledge and skills that they have acquired from the previous course work.

OMG 595 Selected Topics in Quantitative Methods (3).

Prerequisites: Graduate standing and OMG 502.

Intensive study of a specialized area of quantitative methods on a selected topic of particular interest to faculty and students. Three hours of seminar per week. Specific topic listed in class schedule. Repeatable course.

Sports, Entertainment and Hospitality Management

Upper Division

SEH 310 Sports, Entertainment, and Hospitality Management (3).

Overview of the sports, entertainment, and hospitality fields. Examines the current issues, trends, and problems in these fields. Includes an investigation into career opportunities and growth potential for the sports, entertainment, and hospitality industries.

SEH 330 Managing Sports Facilities (3).

Prerequisite: SEH 310.

Provides students with an introduction to the planning and management of sports facilities. Focuses on elements of planning, design, and management, while examining functions related to maintenance, security, operations and evaluation.

SEH 348 Principles of Travel and Tourism (3).

Prerequisite: SEH 310.

Study of historical and modern principles of travel and tourism. Exploration of societal trends, global tourist behavior, and environmental factors influencing the destination mix. Investigation of tourism planning, promotion.

SEH 448 Hotel and Resort Management (3).

Prerequisite: SEH 310.

Investigation of management in the hospitality industry with emphasis on food service, lodging, tourism, and contemporary issues. Examines customer service, international markets, human resources, marketing, and fiscal implications. Field trips required.

SEH 495 Special Topics in Hospitality Management (3).

Prerequisite: SEH 310.

Study of a current topic in the entertainment industry.

Lower Division

SOM 201 Strategies for College and Career Success (3).

Explores empowering students to control and shape their own education and careers. Topics include: setting goals, planning, time management, doing well on exams, taking advantage of University resources, writing papers, understanding professors, career choice, the employer's perspective, and job success.

Infrequently Offered Courses

The following courses are scheduled on a "demand" basis. Students should consult the department office for information about the next schedule offering.

CIS 478 Data Processing Applications in Business (3).

Prerequisite: CIS 373.

Study of CASE approach into design and implementation of business data processing applications and systems; team design work; uses of the computer in modeling and analyzing business problems.

ECO 200 Contemporary Economic Issues and Problems (3).

An examination of contemporary economic institutions, issues, and problems as they affect various groups in our society. Familiarization with basic analytical tools and techniques necessary for studying current issues.

ECO 230 Statistics for Economics (3).

Prerequisite: MAT 9 or fulfillment of ELM requirement.

Introduction to probability theory, estimation of population proportions, means, variances, hypothesis tests, statistical inference and decision-making using multivariate analysis, basic regression analysis, and Bayesian techniques; computer assisted workshops/studies.

ECO 310 Intermediate Microeconomic Theory (3).

Prerequisite: ECO 210.

Role of prices in product and factor markets, principles of production and costs, business behavior under various types of market structure, general equilibrium and welfare economics.

ECO 311 Intermediate Macroeconomic Theory (3).

Prerequisite: ECO 211.

Measurements and analysis of the determinants of national income, employment and the general price level. Theoretical foundations of contemporary monetary and fiscal policies.

ECO 315 American Economic History (3).

Development of the American economy, organizational patterns and institutions, from settlement to the present, with emphasis on the interaction of social, political, and economic phenomena.

ECO 322 Money and Banking (3).

Prerequisites: ECO 210 and ECO 211.

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.

ECO 327 Public Finance (3).

Prerequisites: ECO 210 and ECO 211.

Economic principles underlying public administration. Concepts of socially efficient resource allocation and provision of public goods. Emphasis on fiscal functions of federal, state and local governments, the allocation of resources between government and private use.

ECO 330 Labor Economics (3).

Prerequisite: ECO 210 or consent of instructor.

Analysis of supply and demand for labor, wage determination, investment in human capital, minimum wage laws and the economics of collective bargaining. Taught with either general focus or special focus; e.g., women, disadvantaged groups and unions.

ECO 345 Economic Development (3).

Prerequisites: ECO 210 and ECO 211.

Theories of economic development. Contemporary economic structure of low income countries. Causes of limited economic growth. Policy alternatives.

ECO 350 Quantitative Economic Analysis (3).

Prerequisites: ECO 210 and ECO 310.

Construction and application of mathematical models to economic and business decision-making. Modeling techniques including the Lagrange multiplier technique, optimal control theory, and differential game theory. Two hours of lecture and two hours of technical activity.

ECO 351 Introduction to Econometrics (3).

Prerequisites: MAT 9 and ECO 230.

Application of statistical techniques to the problem of testing the validity of behavioral relationships suggested by economic theory. Topics include regression analysis, time series models, forecasting, and decision making. Applications performed on the computer. Two hours of lecture and two hours of technical activity.

ECO 375 Industrial Organization and the American Economy (3).

Prerequisites: ECO 210 and ECO 211.

Current issues of industrial organization, concentration, and diversification. Anti-trust policy.

ECO 380 The Economics of Urban Areas (3).

Economic factors underlying and following from the urbanization of modern societies. Current problems such as urban decay, air and water pollution, transportation construction, education, racial concentration, and city-state and city-federal relationships.

ECO 384 Economics of Health (3).

Prerequisite: ECO 210 or consent of instructor.

Deals with topics such as supply and demand for health services, prices and cost of health care, fiscal resources and allocations, health insurance and methods of reimbursement, and influences of Medicaid and Medicare and health care consumption and delivery.

ECO 495 Special Topics in Economics (3).

A course focusing on selected topics in economics, such as economics of inflation, health, education, ecology, oil spills, and risk and insurance. Repeatable course.

FIN 427 Financing E-Business (3).

Prerequisite: FIN 360.

An overview of financing options available to E-Business operations. Emphasis will be placed on analyzing financing alternatives specific to E-Business, and issues in raising financing at all stages of operations. Course includes reading assignments, case studies, and Internet applications.

LAW 440 Legal Issues in E-Commerce (3).

Prerequisites: LAW 240.

This course covers the legal aspects of doing business on-line. Topics covered will include: on-line contracts, e-crimes, privacy, intellectual property, e-commerce taxation and e-payment systems.

MGT 419 Managing an E-Business (3).

Prerequisite: MGT 310, senior status, completion of E-Commerce core or consent of instructor. The managerial implications of conducting E-Business. Introduces new business models and strategies used by E-Business and their impacts on organizational culture. Group exercises, case studies, and team projects required.

MGT 491 Business Consulting Practicum (3).

Prerequisites: Senior Status and completion of all business core courses. BUS 445, FIN 480, and OMG 423 may be taken concurrently (priority will be given to graduating seniors).

Business capstone courses offered in conjunction with Small Business Administration. Student teams participate in solution of actual business problems; field work required.

MGT 492 E-Commerce Practicum (3).

An integrating practicum course dealing with all aspects of E-Commerce management; cases, lectures, and projects.

MKT 353 Retail Marketing Management (3).

Prerequisite: MKT 350.

Selecting store location, layout, merchandise goods, assortments, and selling to target market, including sales growth through direct marketing, franchising and acquisition; cases and field research required.

OMG 426 Production Planning and Control (3).

Prerequisite: OMG 322.

Techniques and systems for planning, scheduling, and controlling production.

OMG 427 Quality Management (3).

Prerequisite: OMG 321.

Basic elements of quality management are presented. Quality management related to wide areas of business activities is discussed. This includes not only the quality control of manufactured products but also various kinds of service activities such as quality management of finance, accounting and marketing departments of manufacturing companies as well as hospitals, airlines, trucking companies, governments, schools, accounting firms and law firms.

OMG 428 Purchasing and Procurement (3).

Prerequisite: OMG 322.

Examines activities directed to securing the materials, supplies, equipment and services required for the proper and efficient functioning of a business, including related planning and policy issues.

OMG 429 Service Operations Management (3).

The course emphasis is on the design and operations of service delivery firms as well as service delivery functions within manufacturing firms. It includes topics such as strategic planning and design techniques, principles of delivering quality service, managing capacity and demand, managing information, techniques for improving quality of service operations processes and customer services, and the human dimension in service management.

CHEMISTRY

**College of Natural and Behavioral Sciences
Department of Chemistry and Biochemistry**

Bachelor of Arts

Biochemistry Option
General Chemistry Option

Bachelor of Science

Minor

Organic/Biochemistry
Faculty

Tieli Wang, Department Chair

H. Leonardo Martinez, Lihung Pu, Kenneth Rodriguez, Patrick Still, Noel Sturm, Arumugam Thangavel
Staff

Jivin Seward, David Inafuku, Laboratory Technicians

Department Office: NSM B-202, (310) 243-3376

Emeriti Faculty

Ulrich de la Camp, L. Danette Dobyns, Eugene N. Garcia, James Lyle, Sofia Papatheodorou, Oliver Seely, William Wilk, George Wiger

Program Description

The Department of Chemistry and Biochemistry offers majors leading to a Bachelor of Science or a Bachelor of Arts Degree. The B.A. Degree also has a Biochemistry Option. The Bachelor of Science in Chemistry is designed primarily for students who plan to enter graduate programs in chemistry or other closely related sciences. The department is certified by the American Chemical Society (ACS), 1155 - Sixteenth Street, N.W., Washington, DC, 20036. Students graduating with this degree will be certified to the Society and will receive a certificate from the ACS. The Bachelor of Arts in Chemistry fulfills the need of those students who are pursuing pre-medical or pre-dental programs as well as those who plan to enter fields such as business, environmental or patent law, where a background in chemistry can be of great utility.

Features

The department is housed in well-equipped offices and laboratories on the third floor of the Natural Sciences and Mathematics Building. The faculty consists of full-time members who represent all the major areas of chemistry. Students generally benefit from the smaller class sizes and the individualized attention, which is seldom available at large universities. Students are introduced to modern instrumental techniques and are given many opportunities for "hands-on" experience.

Academic Advising

Students who are majoring in chemistry should be advised once each semester, prior to registration. Permanent records of advisement are kept in the department office.

Preparation

High school students should include two years of algebra, one year of geometry and a one-year course in chemistry in their high school preparation. A course in high school physics also is recommended. Students who enter without this preparation must expect to delay their graduation beyond the minimum time-period of four years.

Community college transfers should have completed one year of general chemistry, one year of calculus and one year of physics.

Career Possibilities

A Major in Chemistry either as a B.A. or B.S. will prepare students for graduate work in chemistry or biochemistry; teaching chemistry in secondary schools; employment with industry or government; entry into professional schools such as medicine or dentistry; or entry into law school with a view toward specialization in patent or environmental law.

Students may prepare for a career in teaching science at the secondary level (junior high or high school) by completing an approved "Subject Matter Preparation Program." Completion of such a program is the first step in meeting the state requirements for a teaching credential. As the program requirements for the "Subject Matter Preparation Program" in science have changed recently, interested students should consult the departmentally designated advisor for current information.

Pre-Medical Professions Training in Biochemistry

Students who wish to apply to professional schools of medicine, dentistry, veterinary medicine, or other medical areas following graduation should consider completing the requirement for a B.S. degree in Biochemistry. In addition, students should complete the elective course that was not selected to fulfill the degree requirements.

The following courses are not usually required for admission to medical school, but it is recommended that students consider them when planning their academic program. Many former students have found them to be a valuable introduction to courses that must be taken in many professional programs.

BIO 422. Histology (3)

BIO 424. Histology Laboratory (1)

BIO 453. Endocrinology (3)

BIO 483. Human Physiology (3)

Student Organizations

Membership in the Science Society of CSU Dominguez Hills is open to all students. The Society encompasses all of the scientific disciplines and is also a Student Affiliate Chapter of the American Chemical Society. It was founded to serve the interests and concerns of science students and sponsors scientific, educational, professional and social activities. The American Chemical Society has commended the Science Society for the high quality of its activities and programs. Contact the Department of Chemistry and Biochemistry for further information.

Graduation With Honors

An undergraduate student may be a candidate for graduation with Honors in Chemistry provided he or she meets the following criteria:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum grade point average of at least 3.5 in all courses used to satisfy the upper division requirements in the major;
3. Recommendation by the faculty in the department or program in which the honors are to be awarded.

Bachelor of Arts in Chemistry

Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

Minor Requirements

No minor required.

Major Requirements (60-62 units)

Students must select one of the options listed. The following courses, or their approved transfer equivalents, are required of all candidates for this degree. A grade of "C" or better must be achieved in all courses.

Each B.A. Chemistry major must select one of the options listed below:

Biochemistry Option (62-64 units)

A. Lower Division Required Courses (30-32 units):

- CHE 110. General Chemistry I (5)
- CHE 112. General Chemistry II (5)
- CHE 230. Quantitative Analysis (4)
- MAT 191. Calculus I (5)
- MAT 193. Calculus II (5)
- PHY 130. General Physics I (5) and
- PHY 132. General Physics II (5) or
- PHY 120. Elements of Physics I (4) and
- PHY 122. Elements of Physics II (4)

B. Upper Division Required Courses (30 units):

- CHE 310. Organic Chemistry I (4)
- CHE 311. Organic Chemistry Lab I (1)
- CHE 312. Organic Chemistry II (3)
- CHE 313. Organic Chemistry Lab II (2)
- CHE 320. Physical Chemistry I (5)
- CHE 420. Advanced Applications for Chemistry (2)
- CHE 450. Biochemistry I (4)*
- CHE 451. Biochemistry Lab I (1)
- CHE 452. Biochemistry II (4)
- CHE 453. Biochemistry Lab II (2)
- CHE 460. Chemical Literature (2)

*NOTE: Major students may substitute this course for General Education Area E. Please contact the University Advisement Center to request the course substitution.

General Chemistry Option (63 units)

A. Lower Division Required Courses (34 units):

CHE 110. General Chemistry I (5)
CHE 112. General Chemistry II (5)
CHE 230. Quantitative Analysis (4)
MAT 191. Calculus I (5)
MAT 193. Calculus II (5)
PHY 130. General Physics I (5)
PHY 132. General Physics II (5)

B. Upper Division Required Courses (29 units):

CHE 310. Organic Chemistry I (4)
CHE 311. Organic Chemistry Lab I (1)
CHE 312. Organic Chemistry II (3)
CHE 313. Organic Chemistry Lab II (2)
CHE 320. Physical Chemistry I (5)
CHE 322. Physical Chemistry II (3)
CHE 420. Advanced Applications for Chemistry (2)
CHE 431. Advanced Integrated Lab I (3)
CHE 440. Inorganic Chemistry (4)
CHE 460. Chemical Literature (2)

Bachelor of Science in Chemistry

Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 or a maximum of 132 units.

General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

Minor Requirements

Single field major, no minor required.

Major Requirements (79 units)

The following courses, or their approved transfer equivalents, are required of all candidates for this degree. A grade of "C" or better must be achieved in all courses.

A. Lower Division Required Courses (39 units):

CHE 110. General Chemistry I (5)
CHE 112. General Chemistry II (5)
CHE 230. Quantitative Analysis (4)
MAT 191. Calculus I (5)
MAT 193. Calculus II (5)

MAT 211. Calculus III (5)
PHY 130. General Physics I (5)
PHY 132. General Physics II (5)

B. Upper Division Required Courses (40 units):

CHE 310. Organic Chemistry I (4)
CHE 311. Organic Chemistry Lab I (1)
CHE 312. Organic Chemistry II (3)
CHE 313. Organic Chemistry Lab II (2)
CHE 320. Physical Chemistry I (5)
CHE 322. Physical Chemistry II (3)
CHE 420. Advanced Applications for Chemistry (2)
CHE 431. Advanced Integrated Lab I (3)
CHE 433. Advanced Integrated Lab II (3)
CHE 440. Inorganic Chemistry (4)
CHE 450. Biochemistry I (4)*
CHE 451. Biochemistry Lab I (1)
CHE 460. Chemical Literature (2)
PHY 333. Analog Electronics (3)

*NOTE: Major students may substitute this course for General Education Area E. Please contact the University Advisement Center to request the course substitution.

Minor in Organic/Biochemistry (29 units)

A. Lower Division Required Courses (14 units):

CHE 110. General Chemistry I (5)
CHE 112. General Chemistry II (5)
CHE 230. Quantitative Analysis (4)

B. Upper Division Required Courses (15 units):

CHE 310. Organic Chemistry I (4)
CHE 311. Organic Chemistry Lab I (1)
CHE 312. Organic Chemistry II (3)
CHE 313. Organic Chemistry Lab II (2)
CHE 450. Biochemistry I (4)
CHE 451. Biochemistry Lab I (1)

NOTE: All Biological Science Majors who have used CHE 450 and CHE 451 to fulfill requirements for their major must take either:

CHE 452. Biochemistry II (4) and
CHE 453. Biochemistry Lab II (2) or
CHE 456. Clinical Chemistry (3)

Specific Chemistry Subject Matter Authorization (38 units)

Holders of a Single Subject or Multiple Subject credential issued by the California Commission on Teacher Credentialing may secure a Specific Chemistry Subject Matter Authorization that allows the holder to teach the specific subjects in grades preschool, K-12, and classes organized primarily for adults.

For other requirements governing issuance of this authorization, consult the Teacher Education section of this catalog or contact the School of Education Student Services Center.

Complete each of the following courses or equivalent as approved by the Chemistry Department Advisor:

A. Prerequisites:

MAT 191. Calculus I (5) (prerequisite: MAT 153)

*MAT 193. Calculus II (5)

B. Lower Division (14 units):

CHE 110. General Chemistry I (5)

CHE 112. General Chemistry II (5)

CHE 230. Quantitative Analysis (4)

C. Upper Division (24 units):

CHE 310. Organic Chemistry I (4)

CHE 311. Organic Chemistry I Lab (1)

CHE 312. Organic Chemistry II (3)

CHE 313. Organic Chemistry II Lab (2)

CHE 320. Physical Chemistry I (5)*

CHE 420. Advanced Applications for Chemistry (2)

CHE 450. Biochemistry I (4)

CHE 451. Biochemistry I Lab (1)

CHE 460. Chemical Literature (2)

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

Lower Division

CHE 102 Chemistry for the Citizen (3).

A non-mathematical treatment of the basic principles of chemistry and their application to various facets of life in a highly technological society.

CHE 103 Chemistry Laboratory for the Citizen (1).

Prerequisite: CHE 102, or concurrent enrollment in CHE 102.

Recommended general education course for students interested in the chemistry of everyday life. Includes determining the composition of foods and drugs, measurements, unit conversions, scientific notation, chemical representations, mole concept, structure of atoms and molecules. Three hours of laboratory per week.

CHE 108 Introduction to College Chemistry (5).

Measurements, units, unit conversion, scientific notation, chemical stoichiometry, mole concept, structure of atoms and molecules. CR/NC grading. Three hours of lecture and six hours of laboratory per week.

CHE 110 General Chemistry I (5).

Prerequisites: CHE 108 or high school chemistry and satisfactory performance on the General Chemistry Placement test.

Chemical stoichiometry, atomic structure, periodic table, quantum theory, gases, thermochemistry, ionic bonding, Lewis formulas, liquids, solids, solutions. Four hours of lecture and three hours of laboratory per week.

CHE 112 General Chemistry II (5).

Prerequisite: CHE 110.

Chemical kinetics, equilibria, thermodynamics, acids and bases, solubility, electrochemistry, covalent bonding, transition metal complexes. Four hours of lecture and three hours of laboratory per week.

CHE 230 Quantitative Analysis (4).

Prerequisite: CHE 112.

Introduction to the techniques and theory of gravimetric and volumetric analyses, colorimetry, flame photometry and electroanalytical procedures. Two hours of lecture and six hours of laboratory per week. Laboratory fee required.

Upper Division

CHE 300 Organic Chemistry I (3).

Prerequisite: CHE 112 or 1 year of general chemistry.

A detailed study of organic molecular structure, reaction mechanisms stereochemistry, and synthesis with emphasis on a aliphatic and aromatic systems.

CHE 301 Organic Chemistry Laboratory I (1).

Prerequisites: CHE 112 or 1 year of general chemistry; Corequisite: CHE 300.

Basic experimental techniques of organic chemistry. Three hours of laboratory per week.

CHE 302 Organic Chemistry II (3).

Prerequisites: CHE 300 and CHE 301. Corequisite: CHE 303.

Continuation of CHE 300 with emphasis on the chemistry of organic compounds containing oxygen and nitrogen.

CHE 303 Organic Laboratory II (1).

Prerequisites: CHE 112 or 1 year of general chemistry; Corequisite: CHE 302.

Preparation of organic compounds and qualitative organic analysis. Three hours of laboratory per week.

CHE 310 Organic Chemistry I (4).

Prerequisite: CHE 112; Corequisite: CHE 311.

Systematic study of organic compounds, with emphasis on molecular structure and reaction mechanisms; stereochemistry; aliphatic compounds.

CHE 311 Organic Chemistry Laboratory I (1).

Prerequisite: CHE 112; Corequisite: CHE 310.

Techniques of separation and purification of organic compounds. Introduction to organic synthesis. Three hours of laboratory per week. Fee required.

CHE 312 Organic Chemistry II (3).

Prerequisites: CHE 310, CHE 311; Corequisite: CHE 313.

A continuation of CHE 310 with emphasis on aromatic systems. Introduction to spectroscopy. Structures and reactions of organic compounds containing oxygen and nitrogen.

CHE 313 Organic Chemistry Laboratory II (2).

Prerequisites: CHE 310, CHE 311; Corequisite: CHE 312.

Organic synthesis, introduction to spectroscopy. Qualitative organic analysis. Six hours of laboratory per week. Fee required.

CHE 316 Survey of Organic Chemistry (3).

Prerequisite: CHE 112; Corequisite: CHE 317.

Structure and properties of aliphatic and aromatic compounds. Stereochemistry and functional group chemistry. Oriented toward life sciences and related areas.

CHE 317 Survey of Organic Chemistry Laboratory (1).

Corequisite: CHE 316.

Basic purification processes and techniques of separation of mixtures. Preparation of organic compounds. Introduction to qualitative and quantitative analytical methods, including chemical, chromatographic, and spectroscopic procedures. Three hours of laboratory per week. Fee required.

CHE 320 Physical Chemistry I (5).

Prerequisites: CHE 112 and CHE 230; MAT 193; PHY 132.

PHY 122 may be substituted for PHY 132 by students in the biochemistry option and by non-chemistry majors, with consent of instructor. Principles and applications of classical thermodynamics and chemical kinetics. Introduction to computer based techniques of treating scientific data.

CHE 322 Physical Chemistry II (3).

Prerequisite: CHE 320.

Introduction to group theory, quantum chemistry, spectroscopy and statistical thermodynamics.

CHE 393 Supervised Laboratory Projects (1-3).

Prerequisites: CHE 112 and consent of instructor.

Laboratory projects to be carried out under the supervision of a chemistry faculty member. Designed for students of sophomore and junior standing. CR/NC grading. Repeatable course. Three to nine hours of laboratory per week.

CHE 420 Advanced Applications for Chemistry (2).

Prerequisite: CHE 320.

Advanced applications for chemistry including computational techniques, molecular modeling, combinatorial approaches to synthesis, data acquisition and analysis, and use of computers to simulate spectral data. One hour of lecture and two hours of activity per week.

CHE 431 Advanced Integrated Laboratory I (3).

Prerequisites: CHE 230 and CHE 320.

Experimental work involving instrumental analytical techniques, inorganic syntheses, physical measurements on chemical systems. Analysis of experimental data, including the use of computer techniques. One hour of lecture and six hours of laboratory per week.

CHE 433 Advanced Integrated Laboratory II (3).

Prerequisites: CHE 431 and CHE 322.

A continuation of CHE 431. One hour of lecture and six hours of laboratory per week.

CHE 440 Inorganic Chemistry (4).

Prerequisite: CHE 322.

Structural inorganic chemistry, coordination compounds, mechanisms of inorganic reactions, inorganic synthetic methods. Organometallic chemistry, catalysis.

CHE 450 Biochemistry I (4).

Prerequisites: CHE 230, CHE 312 and CHE 313, or CHE 316 and CHE 317; Corequisite: CHE 451.

The chemistry of amino acids and proteins; the chemistry and metabolism of carbohydrates and lipids; energetics in living systems.

CHE 451 Biochemistry Laboratory I (1).

Prerequisites: CHE 230, CHE 312, and CHE 313, or CHE 316 and CHE 317; Corequisite: CHE 450.

Biochemistry laboratory experiments using advanced techniques for separation and analysis of biologically active compounds. Three hours of laboratory per week. Fee required.

CHE 452 Biochemistry II (4).

Prerequisite: CHE 450.

Metabolism of nitrogenous compounds, discussion of nucleic acid structure/function and metabolic control.

CHE 453 Biochemistry Laboratory II (2).

Prerequisites: CHE 451; Corequisite: CHE 452.

Biochemistry experiments using advanced techniques for the isolation and purification of macromolecules, and for determination of their activity or function. Six hours of laboratory per week.

CHE 456 Clinical Chemistry (3).

Prerequisites: CHE 450 and CHE 451.

Methods of analysis of body fluids and tissues. Relation of analytical results to interpretation of metabolism and diagnosis of disease. Three hours of lecture and three hours of laboratory per week. Laboratory fee required.

CHE 460 Chemical Literature (2).

Prerequisites: CHE 312 and CHE 320 or consent of instructor.

Chemical literature, including the nature, content, and accessibility. Modern electronic search and retrieval techniques. CR/NC grading.

CHE 495 Selected Topics in Chemistry (1-3).

Prerequisite: Consent of instructor.

Lectures on a specific area of current interest in chemistry, or advanced discussion of a selected topic in a limited field of chemistry. Repeatable course. One to three hours of lecture per week.

CHE 497 Directed Research (1-3).

Prerequisites: Senior standing and consent of instructor.

Advanced laboratory work, with each student undertaking an independent and original investigation. CR/NC grading. Repeatable course. Three or nine hours of laboratory per week.

Infrequently Offered Courses

The following courses are scheduled on a "demand" basis. Students should consult the department office for information about the next schedule offering.

CHE 458 Toxicology (3).

Prerequisites: CHE 450 is required; CHE 452 is recommended.

Discussion of methods of introduction of toxic substances into the body, their metabolic transformations, and their biochemical and physiological effects. Examples drawn from forensic, clinical, occupational, and environmental sources.

CHE 474 Geochemistry (3).

Prerequisites: CHE 112 is required; EAR 356 is recommended.

Factors controlling the distribution of the chemical elements in the earth, atmosphere and oceans. Methods in the analysis of minerals. Special consideration of economically important metals. Applications in earth sciences, chemistry, and environmental studies. Two hours of lecture and three hours of laboratory per week.

CHICANA/CHICANO STUDIES

College of Arts and Humanities

Division of World Cultural and Gender Studies

Department of Chicana/o Studies

Bachelor of Arts

Arts, Aesthetics, and Performance Concentration

Culture, History, and Political

Development Concentration

Education, Social and Community

Development Concentration

Language and Literature Concentration

Minor

Graduate Courses

Faculty

Marisela Chávez, Department Chair

Corina Benavides López, José R. López Morín

Department Office: LCH C-316, (310) 243-3326 or 243-3327

Program Description

Undergraduate

The Chicana/Chicano Studies (CHS) major emphasizes preparation for those interested in teaching; specialists in bilingual and cross-cultural education; majors in other academic fields who wish to include an additional scope in their field; students pursuing advanced degrees (M.A., M.S.W., Ph.D., or J.D.); and those entering a variety of occupations such as business, communications, urban affairs, government, social work, school administration, counseling, criminology, law, foreign services, and other related fields. CHS offers an undergraduate degree program with four concentrations: Arts, Aesthetics, and Performance; Culture, History, and Political Development; Education, Social, and Community Development; and Language and Literature.

In addition, the CHS Department sponsors an extensive public programming calendar throughout the academic year, including the annual Chicana and Chicano Studies Department Lecture Series. The CHS Department also co-sponsors the annual campus-wide Día de los Muertos celebration and the annual Dolores Huerta Graduation Celebration. In support of student organizations, Chicana/Chicano Studies faculty members serve as advisors and work closely with the following student organizations: the Chicana/o Studies Club, MEChA, Espiritu de Nuestro Futuro, Hermanas Unidas, and Latina/o Greek organizations.

Features

The Major and Minor in Chicana/Chicano Studies provide several distinct advantages to students by:

1. placing emphasis on critical thinking and research;
2. promoting students to consider graduate school for specialization in Chicana and Chicano Studies and other disciplines;
3. promoting greater understanding and awareness of Chicana/o community needs and circumstances;
4. promoting greater appreciation of the contributions of Chicano/as and other indigenous groups to the total development of the American Southwest or Greater Mexico;
5. training leaders, both inside and outside of minority communities, to work in challenging careers working in minority affairs;
6. preparing them in other fields, such as public policy, immigration affairs, community organization, performing arts; and
7. empowering them to document the historical realities of Chicana/o people.

Academic Advisement

All majors in Chicana and Chicano Studies are to have a faculty advisor. Students either select an advisor or have one assigned to them. Students work closely with faculty and associates to prepare them for academic success and possible career choices.

Career Options for Chicana/Chicano Studies

- attend graduate school
- work for the federal, state, city or local government
- K-12 teaching
- college and university teaching
- counseling and advising
- criminology
- social work and human resources
- journalism
- media and business networking
- community organizing
- work in the private sector
- Public Administration
- continue on to a Master's degree or a professional degree
- foundation for Ph.D. in Chicana/o Studies, Ethnic Studies, Comparative Cultures, Anthropology, Sociology, Psychology, Political Science, History, Art, Spanish, or English
- opportunities to travel and study abroad

Preparation

Although not required, both high school and community college students wishing to major or minor in Chicana and Chicano Studies are encouraged to take courses related to Chicana/o experiences. In particular, students are advised to study Spanish grammar and communication, since Spanish fluency is an essential feature to understand the Mexican and Chicana/o people.

Graduation with Honors

An undergraduate student may graduate with Honors in Chicana/o Studies provided that the following criteria are met:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum grade point average of at least 3.5 in all courses used to satisfy the upper division requirements in the major;
3. Recommendation by the faculty of the Chicana/o Studies Department.

Bachelor of Arts in Chicana/o Studies

Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

Minor Requirements

No minor required.

Major Requirements (39 units)

The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

A. Required Courses (24 units)

1. Lower Division Required Courses (12 units):

- CHS 100. The Americas: Cultural & Historical Synthesis (3)
- CHS 200. Key Themes in Chicana/o and Latina/o History (3)
- CHS 205. Introduction to Chicano Literature (3)
- CHS 212. Introduction to Comparative Ethnic and Global Societies (3)

2. Upper Division Required Courses (12 units):

- CHS 300. Introduction to Chicana/Chicano Studies (3)
- CHS 460. Las Chicanas (3)
- CHS 480. Chicano Folklore (3)
- CHS 497. Research Methods in the Chicana/o Community (3)

B. Capstone Requirement (3 units):

- CHS 490. Theories and Methods in Chicana/o Studies (3)

C. Concentration Requirements. Select four courses (12 units):

1. Language and Literature:

- CHS 210. Representation of Indigenous People in the Americas (3)
- CHS 216. Introduction to Aztec/Mexica Language and Culture (3)
- CHS 225. Introduction to Mexican and Chicano Poetry and Music (3)
- CHS 295. Special Topics in Chicana/o Studies (3)

CHS 450. Pre-Colombian Literature of Mexico (3)
CHS 485. Intellectual Traditions in the Americas (3)
CHS 495. Special Topics in Chicana/o Studies (3)
CHS 498. Directed Research in Chicana/o Studies (3)
SPA 221. Intermediate Spanish II (3)
SPA 435. A Sociolinguistic Approach to Chicano/Latino Dialect (3)
SPA 456. Literature of Spanish America (3)
SPA 461. Lecturas Mexicanas y Chicanas (3)

2. Education, Social, and Community Development:

CHS 295. Special Topics in Chicana/o Studies (3)
CHS 315. Changing Dynamics in "Raza" Communities (3)
CHS 396. Practicum in Chicana and Chicano Studies (3)
CHS 400. Chicana/o Issues in Education and Society (3)
CHS 486. Chicana/o Family and Gender Issues (3)
CHS 495. Special Topics in Chicana/o Studies (3)
CHS 496. Internship (3)
CHS 497. Research Methods in the Chicano Community (3)
CHS 498. Directed Research in Chicana/o Studies (3)
PSY 380. Psychology of the Mexican American (3)
SBS 318. Cultural Pluralism: Chicana/os in the United States (3)

3. Culture, History, and Political Development:

ANT 333. Ancient Peoples of Mexico and Guatemala (3)
CHS 295. Special Topics in Chicana/o Studies (3)
CHS 325. Chicana/o Movement (3)
CHS 470. The Mexican Revolution in Art and Literature (3)
CHS 471. Mexican Thought, Social Activism, and Political Ideology (3)
CHS 495. Special Topics in Chicana/o Studies (3)
CHS 498. Directed Research in Chicana/o Studies (3)
HIS 345. History of the Mexican American People I (3)
HIS 346. History of the Mexican American People II (3)
HIS 368. Mexico: Colonial Period (3)
POL 343. Political Behavior in Latin America (3)
POL 344. Latin America: The Revolutionary Tradition (3)
SPA 351. Contemporary Hispanic Culture: Spanish-Speaking America (3)

4. Arts, Aesthetics, and Performance:

ART 353. Art of California and the Southwest (3)
ART 363. Latin American Art (3)
CHS 125. Introduction to Chicano and Latino Musical Cultures (3)
CHS 225. Introduction to Mexican and Chicano Poetry & Music (3)
CHS 295. Special Topics in Chicana/o Studies (3)
CHS 410. Chicana/o Popular Culture (3)
CHS 495. Special Topics in Chicana/o Studies (3)
CHS 498. Directed Research in Chicana/o Studies (3)
MUS 170. Chamber Music (3)
THE 339. Multicultural Children's Theatre: Teatro Dominguez (3)
THE 490. Special Topics in Theatre: Chicano Theatre, Masks (3)

Minor in Chicana/Chicano Studies (18 units)

A. Recommended Lower Division Electives

1. Required Lower Division Courses. Select three courses from the list below (9 units):

CHS 100. The Americas: Cultural & Historical Synthesis (3)

CHS 200. Key Themes in Chicana/o and Latina/o History (3)

CHS 205. Introduction to Chicano Literature (3)

CHS 212. Introduction to Comparative Ethnic and Global Societies (3)

2. Required Upper Division Courses. Select three courses from the list below (9 units):

CHS 300. Introduction to Chicana/Chicano Studies (3)

CHS 460. Las Chicanas (3)

CHS 480. Mexican American Folklore (3)

CHS 490. Theories and Methods in Chicana/o Studies (3)

CHS 497. Research Methods in the Chicano Community (3)

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

Lower Division

CHS 100 The Americas: Cultural and Historical Synthesis (3).

An in-depth study of the Mexican Indian, African and European peoples who created major New World mestizo culture that influence a significant portion of the Western Hemisphere today.

CHS 110 High-Tech Research Methods (1).

Introduction to modern research techniques utilizing the latest computer technology. Emphasis will be on use of online resources of the University Library and resources beyond: union catalogs for the CSU and UC systems; collections online; internet search engines, etc.

CHS 125 Introduction to Chicano and Latino Musical Cultures in the United States (3).

The course examines musical expressions of Chicano and Latino peoples in the present geographical boundaries of the United States. The course emphasizes the intercultural dynamics in the formation of Chicano and Latino music which incorporates African, American, Native American, and European roots.

CHS 195 Special Topics in Chicana/Chicano Studies (3).

A study of an issue, concept or theme in Chicana/Chicano Studies. Three hours of lecture per week. Repeatable for a maximum of twelve units for credit.

CHS 200 Key Themes in Chicano/a and Latino/a History (3).

Explores the history and experiences of Chicanos/as and Latinos/as in the United States in the 19th and 20th Centuries and will explore the following themes: immigration, migration, labor, education, gender roles, and community organizations.

CHS 205 Introduction to Chicano Literature (3).

Prerequisite: CHS 100 recommended.

An introduction to selected works of modern Chicano literature including an analysis of influences, themes, and techniques. Special attention given to certain issues of the Chicano experience reflected in the literature. Frequent written assignments.

CHS 210 Representation of Indigenous People in the Americas (3).

An introduction to the different forms of indigenous representation with special emphasis on Mesoamerica. Discussions of how these accounts are expressed, perceived, and constructed at the point of European contact will be examined.

CHS 212 Introduction to Comparative Ethnic and Global Societies (3).

The course will explore the lived experiences and gendered complexities of Ethnic/Global communities as they relate to historical and contemporary international and global forces. The course will examine the economic and socio-cultural dynamics of the global interdependencies of Indigenous, Latino, Asian-Pacific and African communities and women's lived experiences within and across these communities.

CHS 216 Introduction to Aztec/Mexica Language & Culture (3).

Study of the Mexica Culture and Nahuatl languages as reflected in 16th Century manuscripts. Designed to give students an indigenous cultural and linguistic perspective to read and analyze passages from primary sources in classic Nahuatl.

CHS 225 Introduction to Mexican and Chicano Poetry & Music (3).

An introduction to Mexican/Chicano poetry and music from the Spanish Conquest to the present. Students will learn to recognize boleros, sones, huapangos, mariachi, nortenos, corridos, "Tex-Mex," and "oldies." The class is not designed for music majors.

CHS 295 Special Topics in Chicana/Chicano Studies (3).

A study of an issue, concept, or theme in Chicana/Chicano studies. Repeatable for a maximum of six units for credit.

Upper Division

CHS 300 Introduction to Chicana/Chicano Studies (3).

Prerequisite: CHS 100 is recommended.

An introduction to the historical, political, psychological, and social aspects of the Chicano experience. Includes an analysis of the various forces and circumstances that make up the second largest minority in the United States. This course meets the intent of Assembly Bill 1117 of September 4, 1969.

CHS 315 Changing Dynamics in Raza Communities (3).

Prerequisite: CHS 200 is recommended.

Assesses the challenges confronting the Chicano community resulting from increased and diverse patterns of immigration, restricted occupational opportunities, and socio-political differences. Focus will be on urban issues from communities throughout the United States, including the Mexican/United States Border.

CHS 323 U.S. Immigration Citizenship: A Latino Perspective (3)

The course seeks to understand some of the issues that concern Mexican/Latino immigrant people, specifically Mexican and Central American groups, in efforts to bring awareness to this human crisis and to explore some of its effects on U.S. Latino community.

CHS 325 Chicana/o Movement (3).

A historical and comparative examination of the Chicana/o movement by examining the early pattern of Mexican immigration and the formation of mutual aid associations designed to defend their interests. The focus is on the period from 1960-1990.

CHS 330 Mexican and Latino Identities in the United States (3).

The course broadens the social, cultural, and political scope of Chicano and Latino communities in the United States which include Puerto Rican, Cuban, Caribbean, and Central and South American peoples. The historical experiences of these diverse communities will be examined.

CHS 335 Urban Youth Gangs in Los Angeles (3).

The course provides an interdisciplinary perspective to the origins and evolution of youth groups (Chicana/os, African American, Pacific Islanders, Anglos, and Asians) in California. Class topics include the definitions of gangs; history of gangs; membership practices; and law enforcement responses.

CHS 340 Native American and Chicana Women's Prose (3).

The course explores contemporary cultural and historical narratives by and about Native American and Chicana women in the U.S. through poetry, short stories, and narratives. The class will analyze the histories of colonial exploitation, historical memories, gender oppression, and marginalization.

CHS 345 Latina/o Identity in the Americas (3).

The course explores the concept of Latina/o identity in Americas from a literary perspective in different time periods and particular cultural societies. The study of certain intellectuals and their literary contributions will assist with comprehension of identity and socio-political reality.

CHS 396 Practicum in Chicana/o Studies (3).

Supervised work experience in a Chicano/Latino community with emphasis upon social and economic development in a local, national, or international setting. Students will be placed in settings suitable to their academic expertise.

CHS 400 Chicana/o Issues in Education and Society (3).

An overview of the educational system in society - how it functions, whom it serves, and the cultural and theoretical explanations for the success and failure of Chicana/o students.

Discussions include family values, teen pregnancy, language, gangs, etc.

CHS 410 Chicana/o Popular Culture (3).

An overview of the central areas of Chicana/o popular culture, focusing on film, mass media, art, theatre, and music. The course examines how concepts of culture, identity, and ethnicity are popularly expressed in a constant state of flux.

CHS 450 Precolombian Literature of Mexico (3).

Prerequisite: CHS 300 recommended.

The study of the literature of ancient Mexico, specifically the Popol Vuh of the Maya and Aztec poetry, in order to obtain an insight into the Precolombian world view. Periodic essay exams.

CHS 460 Las Chicanas (3).

Prerequisite: CHS 100 recommended.

The study of the issues that Chicanas encounter in contemporary U.S. society. Includes a survey of remote and recent cultural, social, and political issues that have influenced the values, expectations, and roles of Chicanas.

CHS 470 The Mexican Revolution in Art and Literature (3).

Prerequisite: CHS 300 recommended.

The study of the impact of the Mexican Revolution on the art and literature of 20th Century Mexico as well as its influence on contemporary Chicano art. Topics to be covered are philosophy, muralism, the corrido, folk speech, legends, and the novel of the Mexican Revolution.

CHS 471 Mexican Thought, Social Activism, and Political Ideology (3).

Prerequisite: CHS 100 recommended.

The course examines the evolution of Mexico's modernistic state via its reformation and dictatorship of President Porfirio Diaz. It will investigate how revolutionary leaders banded together to dismantle the "Porfirio" regime, and how later Mexico's Government attempted to institutionalize the ideals of justice, freedom, and democracy.

CHS 480 Chicano Folklore (3).

Prerequisite: CHS 300 recommended.

An introduction to some of the basic theories and techniques in folklore studies, especially Mexican American. Folk art, music, oral literature, customs, philosophy, and belief systems will be examined for understanding groups of people.

CHS 485 Intellectual Traditions in the Americas (3).

Recommended Prerequisite: CHS 300.

The course offers some of the philosophical, intellectual, and social concepts of the Americas. Themes crucial for the study of Chicano and Latino cultures have been considered to understand the political, social, and economic reality of the Americas.

CHS 486 Chicana/o Family and Gender Issues (3).

The course examines family and gender issues as they relate to the Chicana/o communities in the United States. Topics will include Chicana/o family roles and structure, cultural values, experiences that influence and challenge families, gender roles and expectations.

CHS 490 Theories and Methods in Chicana/o Studies (3).

Prerequisites: Senior standing and consent of instructor or Program Director.

This course focuses on examining various theories and methods utilized by Chicana/o scholars during the evolution of Chicana/o Studies for the purpose of preparing students for advanced graduate studies and/or professional careers. Students will examine the applied use of theories including Marxism, Neomarxism, Postmodernism, Poststructuralism, Postcolonialism, Critical Race Theory and theories of Gender, Indigenism and Sexuality in the writings of Chicana/o Studies.

CHS 494 Independent Study (1-3).

Prerequisite: Consent of Program Director.

Independent study of a particular topic in Chicana/Chicano Studies relating two or more disciplines, such as anthropology, art, education, history, language, music, politics, psychology, or sociology under the direction of an instructor in Chicana/Chicano Studies. Repeatable course.

CHS 495 Special Topics in Chicana/Chicano Studies (1-3).

Prerequisite: Consent of Program Director.

An intensive study of an issue, concept or theme in Chicana/Chicano Studies. Three hours of lecture per week. Repeatable for a maximum of six units for credit.

CHS 496 Internship in Chicana/o Studies (3).

Under direction of the internship faculty, students will work in a Chicano/Latino community, applying skills and knowledge learned in the classroom as well as the workplace. Repeatable course.

CHS 497 Research Methods in the Chicano Community (1-3).

Prerequisite: CHS 100 is recommended.

Supervised research experience in the Chicano community, including public and private agencies in education, social welfare, industry and the arts. Reviews basic techniques in research design with emphasis on measurement and social science techniques. Repeatable course.

CHS 498 Directed Research in Chicana/o Studies (3).

The student develops and completes an individual study under faculty supervision. Repeatable course.

Graduate

Graduate standing or consent of the department chair is prerequisite to enrollment in graduate (500 level) courses.

CHS 590 Graduate Seminar in Theory and Methods (3).

Prerequisite: Consent of Department Chair.

This course is an introduction to theorists and methods under girding Chicana and Chicano Studies as these have been deployed in the writings by Chicana and Chicano authors during the past thirty years. The class will present theories and methods that inform intellectual issues in Chicana/o studies.

CHS 594 Independent Study (1-4).

Prerequisites: Consent of Department Chair.

Independent investigation of a research problem or directed readings in a selected area of Chicano Studies.

CHS 595 Special Topics (3).

An intensive study of a concept, movement, school of thought, or individual within the discipline of Chicano Studies. Intended for students with senior or graduate standing. Specific topic listed in Class Schedule. Repeatable course. Three hours of seminar per week.

CHS 596 Practicum in Teaching Chicana/o Studies (3).

Supervised experience in teaching Chicana/o Studies. Techniques and skills appropriate to instruction at the college level. Instructional and evaluative experiences under supervision of Chicana/o Studies faculty.

CHS 597 Directed Reading (3).

Extensive reading in selected areas under the guidance of a faculty mentor.

CHS 598 Graduate Directed Research (3).

Independent research under direction of supervising faculty member in Chicana/o Studies.

CHS 599 Final Project/ Thesis (3).

In consultation with a faculty member, writing of a master's thesis or completion of project. Choice of area requires prior consent of advisor.

CHILD DEVELOPMENT

College of Health, Human Services, and Nursing

Division of Human Development

Bachelor of Science

General Elective Concentration

Early Teaching and Learning Concentration

Counseling and Family Services Concentration

Juvenile Delinquency Concentration

Management and Administration Concentration

Faculty

Veronica Allen, Interim Coordinator

Veronica Allen, Field Experience Supervisor

Cornelia Brentano, Anupama Joshi, Megumi Kuwabara, Kimberley Radmacher

Program Office: WH 320, (310) 243-2029

Program Description

The field of Child Development is dedicated to understanding how individuals change over time from conception through adolescence. The knowledge of developmental processes, of what changes and what stays constant, and of what influences change is essential for making sound decisions regarding children's welfare and individual success. The program in Child Development includes in-class and field experiences to prepare students to become knowledgeable and effective child and family professionals. Initially, students master the basics of development in different developmental periods. As they advance through the program, they focus on specific areas with the goal of developing a deeper understanding of issues related to development, its study, and its application.

Features

The Child Development major is a single-field major. A minor is not required. The program offers students the opportunity to work in the field as well as receive rigorous scientific training. The curriculum spans the period of infancy through adolescence, thus preparing students for working with any age group. Special courses such as the one on immigrants set the relevant context for students, especially those from Southern California.

Academic Advisement

New students are required to see an academic advisor prior to enrolling in the classes. Students may call the Student Services Center at (310) 243-2120 or (800) 344-5484, WH A-300.

Preparation

High school students are encouraged to take as many courses in English, mathematics, and social and behavioral sciences as possible. Courses in biology and life sciences are also recommended. Transfer students should take equivalents of CDV 150, CDV 180, CDV 225, CDV 240 and MAT 131.

Career Possibilities

Students graduating with a Bachelor of Science in Child Development can work as parent educators, preschool teachers, youth counselors, program planners, school-age program

professionals and child development consultants. Child development majors work in settings such as schools, children's courts, pediatric wards in hospitals, recreation programs for children and youth, and for companies that manufacture products for children such as toys, books and software.

Graduation With Honors

An undergraduate student may graduate with Honors in Child Development provided that the following criteria are met:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum grade point average of at least 3.5 in all courses used to satisfy the upper division requirements in Child Development;
3. Recommendation by the faculty in the department or program in which the honors are to be awarded.

Bachelor of Science in Child Development

Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

General Education Requirements (55 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

Minor Requirements

Single field major, no minor required

Major Requirements (65 units)

The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

The Child Development Program does not accept courses in the major that have been completed more than 10 years ago.

All Child Development courses applied to the B.S. in Child Development must be passed with a grade of "C" or better.

A. Lower Division Required Courses (15 units):

CDV 150. Introduction to Child Development (3)

CDV 180. Methods of Studying Children (4)

CDV 225. Infant Development (4)

CDV 240. The Preschool Years (4)

NOTE: Students must complete MAT 131 under General Education Area B4: Quantitative Reasoning.

B. Upper Division Required Courses (38 units)

1. Required Courses (27 units):

CDV 330. The School-age Years (3)

CDV 360. Adolescence (3)

CDV 366. Parenting (3)

CDV 380. Stress, Risk and Resiliency (3)

CDV 423. Child Development and Social Policy (3)

CDV 440. Becoming American: Immigrant Children and Families in the US (3)

CDV 444. Cognition, Language and Schooling (3)

CDV 450. Development in Poverty (3)

CDV 490. Senior Seminar (3)

2. Research and Field Requirements (11 units):

CDV 420. Methods and Analysis in Child Study (4)

CDV 496. Directed Field Experience (4)

CDV 498. Directed Research (3)

C. Elective Requirement (12 units):

Each student must select one of the concentrations listed below:

1. General Elective Concentration (12 units)

Electives must be selected in consultation with an advisor.

2. Early Teaching and Learning Concentration (12 units)

a. Required Courses (9 units):

LBS 310. Early Language and Learning (3)

LBS 330. Bridging Cultures through Literacy and Learning (3)

LBS 340. Learning Early Mathematical Concepts and Reasoning (3)

b. Elective Courses (3 units):

Must be selected in consultation with an advisor.

3. Counseling and Family Services Concentration (12 units)

a. Required Courses (12 units)

Select four courses from the following:

SOC 320. The Family (3)

SOC 363. Sociology of Alcohol and Other Drug Use (3)

SOC 386. Sociology of the Helping Professions (3)

PSY 314. Behavior Modification (3)

PSY 353. The Experience of Death and Dying: Psychological Perspectives (3)

PSY 360. Theories of Personality (3)

PSY 363. The Abnormal Personality (3)

PSY 464. Introduction to Clinical Psychology (3)

PSY 367. Effective Communication Skills (3) or

SOC 341. Seminar in Small Groups (3)

4. Juvenile Delinquency Concentration (12 units)

a. Required Courses (6 units)

CJA 444. Juvenile Justice Processes (3)

SOC 369. Juvenile Delinquency (3)

b. Elective Courses (6 units)

Select two courses from the following:

CJA 340. Criminal Justice and the Community (3)

CJA 443. Criminal Law and Justice Administration (3)

SOC 306. Program Evaluation (3)

SOC 362. Gangs and Adolescent Subcultures (3)

SOC 363. Sociology of Drug and Alcohol Use (3)

SOC 365. Deviant Behavior (3)

PSY 367. Effective Communication Skills (3) or

SOC 341. Seminar in Small Groups (3)

5. Management and Administration Concentration (12 units)

a. Required Courses (6 units)

MGT 310. Management Theory (3) or

PUB 300. Foundations of Public Administration (3)

MGT 312. Organizational Behavior (3) or

PUB 301. Administrative Leadership and Behavior (3)

b. Select two courses from the following Business Management or Public Administration Emphasis (6 units)

i. Business Management Emphasis

MGT 416. Leadership (3)

MKT 350. Principles of Marketing (3)

FIN 360. Business Finance (3)

BUS 301. Employment Communications (1) and

BUS 302. Written Communications (1) and

BUS 303. Oral Communications (1) or

PSY 367. Effective Communications (3)

NOTE: Students must take BUS 301, BUS 302 and BUS 303 or PSY 367.

ii. Public Administration Emphasis

PUB 426. Intergovernmental Relations and Grant-Writing (3)

PUB 450. Nonprofit and Voluntary Sectors (3)

PUB 451. Managing the Nonprofit Organization (3)

SOC 306. Program Evaluation (3)

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

Lower Division

CDV 150 Introduction to Child Development (3).

Overview of physical, cognitive, social and emotional development from conception through the end of adolescence; theoretical advances in child development; individual and contextual contribution to developmental processes.

CDV 180 Methods of Studying Children (4).

Prerequisite: Live Scan and current negative TB documentation.

Overview of and introduction to methods of studying children; the basic research paradigm; observational methods; ethical issues in the study of children; generation and interpretation of data. 1 unit of observations of children in different settings.

CDV 225 Infant Development (4).

Prerequisites: Live Scan and current negative TB documentation. CDV 180.

Development from conception through 2 years; changes through prenatal period; birth; development of attachment; infant care issues. 3 hours of lecture, 1 unit of observation in infant-care settings.

CDV 240 The Preschool Years (4).

Prerequisites: Live Scan and current negative TB documentation. CDV 180.

Physical, cognitive, social and emotional development from 2 to 6 years. An overview of issues and philosophical models related to care and education during preschool years. 3 hours lecture, 1 hour of field observation.

Upper Division

CDV 330 The School-age Years (3).

Prerequisite: CDV 180.

Physical, cognitive, social and emotional development from 6 to 12 years. Emphasis on home, school, and community contexts and their interconnections; developmental analysis related to contemporary issues in areas of health and education.

CDV 360 Adolescence (3).

Prerequisite: CDV 180.

Physical, cognitive, social and emotional development from 12 to 20 years, focusing on developmentally unique changes at individual, interpersonal and social levels.

CDV 363 Development in Diverse Contexts (3).

Prerequisites: CDV 225, CDV 240, CDV 330 and CDV 360.

The development of the individual identity along multiple dimensions of age, gender and abilities in the contexts of class, culture, and ethnicity. Issues of hierarchies, the development of prejudice and discrimination at individual and institutional levels.

CDV 366 Parenting (3).

Prerequisites: CDV 225, CDV 240, CDV 330 and CDV 360.

The development of the parent-child relationship from birth through young adulthood. Changes in attachment, intimacy and distance; changing demands of parenting with developmental changes in children, parents and the family.

CDV 372 Social Development and Interpersonal Relationships (3).

Prerequisites: CDV 225, CDV 240, CDV 330 and CDV 360.

Study of social and emotional development from birth through adolescence; development of the self; temperament and emotion; attachment, peer, parent-child, and early romantic relationships; interpersonal skills and moral development.

CDV 380 Stress, Risk, and Resiliency (3).

Prerequisites: CDV 225, CDV 240, CDV 330 and CDV 360.

Childhood stress; concept of and theories explaining developmental risk; coping mechanisms; resiliency and protective factors; transactional processes between individuals and contexts underlying coping.

CDV 420 Methods and Analysis in Child Study (4).

Prerequisites: CDV 225, CDV 240, CDV 330, CDV 360 and MAT 131.

Various methods used to study children; quantitative and qualitative data; measurement issues; basic data analytic techniques. 3 hours lecture, 1 hour lab.

CDV 423 Child Development and Social Policy (3).

Prerequisite: CDV 420.

Enduring issues related to children's development that have led to policy decisions; process of policy making; current issues that require policy decisions; evaluating the impact of policy on children and families.

CDV 440 Becoming American: Immigrant Children and Families in the US (3).

Prerequisite: CDV 420.

The process of immigration as an influential factor in development; changing ecologies and adaptation demands on individuals and families; informal and formal support structures.

CDV 444 Cognition, Language and Schooling (3).

Prerequisite: CDV 420.

Theoretical and empirical overview of cognitive and language development from birth through the end of adolescence; second language acquisition; interconnections between cognitive development, language development and schooling.

CDV 450 Development in Poverty (3).

Prerequisite: CDV 420.

Poverty as a unique context of development; developmental processes and child outcomes in poverty; family interactions and generation of coping mechanisms in the context of poverty; special needs of poor children.

CDV 490 Senior Seminar (3).

Prerequisites: CDV 450 and all lower division courses.

Integration of knowledge about theories, empirical findings and practice in Child Development; emphasis on writing and presentation skills.

CDV 494 Independent Study in Child Development (1-3).

Prerequisites: Consent of instructor.

Investigation of a single topic, chosen in consultation with a faculty member, culminating in a paper, presentation, or project. Repeatable course.

CDV 495 Special Topics in Child Development (1-3).

Prerequisites: Upper division standing.

Contemporary topics of interest in Child Development. Repeatable course.

CDV 496 Directed Field Experience (4).

Prerequisites: Live Scan and current negative TB documentation. Upper division standing; departmental approval.

Faculty supervised field experience in any approved Child Development setting. Weekly seminar designed to facilitate the integration of Child Development knowledge and theory with students' fieldwork experience. Students will examine and integrate personal and professional goals and values to gain an understanding of the self in a professional role. Each seminar provides an opportunity to share field experiences and problem solve.

CDV 498 Directed Research (1-6).

Prerequisites: Upper division standing; 2.5 GPA and consent of instructor.

Project selected in consultation with a faculty supervisor and a plan made to implement the project; meetings held regularly. May be repeated to a maximum of 6 units.

CLINICAL SCIENCE

**College of Health, Human Services, and Nursing
Division of Health Sciences**

Bachelor of Science

Cytotechnology Option

Medical Technology Option

Certificates

Clinical Science- Cytotechnology

Clinical Science- Medical Technology

Faculty

Cheryl Jackson-Harris, Program Coordinator

Paula D'Amore, Payman Nasr

Program Office: WH A-330, (310) 243-3748

Program Description

Undergraduate

The rapid expansion of basic medical information, methodology and technology in recent years has increased the demand for highly trained professional personnel in the clinical, research, and teaching laboratories. The training of such specialists as medical technologists (medical/clinical laboratory scientists), and cytotechnologists is all within the broad scope of the field of clinical science.

The Bachelor of Science Degree in Clinical Science is designed to provide baccalaureate level preparation in the clinical science professions. A strong preclinical curriculum is combined within the science and liberal arts focus of the University. All eligible BS grads will need to apply to the Post Baccalaureate Certificate for the clinical internship program in either Medical Technology or Cytotechnology.

Post-Baccalaureate Certificates

The Post Baccalaureate Certificate Program options in Cytotechnology and Medical Technology (Medical/Clinical Laboratory Scientists) provide an academic and clinical route to professional certification and California state licensure. Graduates of the program, upon passage of the appropriate certification examination(s), are considered to be health professionals armed with the technical skills and knowledge theory necessary to meet current and future standards of quality laboratory and health care services practice. The clinical or internship components of both options are offered under the supervision of university faculty, in affiliation with clinical instructors employed by state approved, accredited diagnostic health care facilities. Students planning to apply to a clinical option internship must meet the entry and prerequisite requirements specified in the Supplemental Criteria.

Features and Accreditation

The Medical Technology program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) located at 5600 N. River Rd., Suite 720 Rosemont, IL 60018. Phone: (773) 714-8880

The Cytotechnology clinical program is accredited through The Greater Los Angeles Consortium by the Program review Committee of the American Society of Cytopathology, sponsored by the

Commission on Accreditation of Allied health Programs (CAAHEP) located at. 1361 Park Street, Clearwater, FL 33756 Phone: (727) 210-2350

Graduates of each program are eligible for the certification examination of the American Society of Clinical Pathology (ASCP) Board of Certification (BOC) and for licensure by the California State Department of Public Health.

Academic Advisement

Careful and comprehensive advising is key to student success in the University and entails student, faculty and University support services. Clinical Science majors are required to consult with an advisor upon admission and each semester before registration. Students must provide the program with copies of transcripts from all institutions attended. Each student should review the University Catalog and become familiar with the academic program and relevant policies and procedures before advising sessions. Students in their clinical year meet regularly with the Program Coordinator and their clinical training coordinator who is a member of the Committee for Clinical Laboratory Experience (CCLE) to monitor progress.

Preparation

High school students are encouraged to take chemistry, biology and physics in addition to English, a foreign language, fine arts and computer science courses.

College transfer students should contact their counseling office, the CSU Dominguez Hills' Clinical Science Office and College of Health, Human Services and Nursing Student Services Center to identify appropriate lower division major/minor preparatory courses. Courses in general and quantitative chemistry, anatomy and physiology, physics, general biology and statistics are recommended.

Students with foreign degrees must have their transcripts evaluated by an approved external foreign transcript evaluation service. That evaluation must document an acceptable baccalaureate degree before consideration for clinical placement may be made. The California State Department of Public Health Laboratory Field Services will accept the evaluation from AACRAO exclusively.

Graduation With Honors

An undergraduate student may be a candidate for graduation with Honors in Clinical Science provided he or she meets the following criteria:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum grade point average of 3.5 in courses used to satisfy the upper division requirement in the major; and
3. Recommendation by the Clinical Science faculty.

Practicing Professionals in the Clinical Options

Cytotechnologists are skilled in examining human cellular material in search of abnormalities that are the warning signs of cancer. They perform a variety of diagnostic and research procedures in the cytology laboratory including basic cytologic examinations, staining and processing tissue specimens which have been removed by non-invasive techniques, surgery or fine needle aspiration. Advanced techniques include the use of the digital and immunofluorescent microscopy, cytogenetics and molecular markers. The cytotechnologist is capable of developing a differential diagnosis based upon cellular evidence in conjunction with pertinent cognitive knowledge and other clinical data.

The Medical Technologists is also known as a Clinical Laboratory Scientist (CLS) and/or Medical Laboratory Scientist (MLS), depending on the certification obtained. Medical Technologists perform or supervise the performance of clinical laboratory testing in the general

and specialized areas of clinical biochemistry, hematology, medical microbiology, immunohematology, immunology, serology, molecular diagnostics, and clinical microscopy. Data collected is correlated with pathophysiology and used by health professionals in the diagnosis, treatment and prevention of disease. Medical Technologists also pursue career opportunities in research, management and education.

Student Organizations

All Clinical Science Majors and other interested students are encouraged to join and become active in the Science Society. Activities include visits to clinical affiliates and the Forensic Laboratory; and sponsoring guest speakers of noted expertise. The club also sponsors social events. For application and other information, contact the club president or advisor by calling the program.

Supplemental Admission Criteria and Policies for Clinical Internships

All applicants must apply to the University through CSU Mentor and be admitted to the Post Baccalaureate Certificate in Clinical Science. Refer to the Graduate/Postbaccalaureate Admission Requirements in the University Catalog for detail. Admission to the University does not constitute automatic admission to the clinical internship. The clinical application is available in the Department. In addition, all Clinical Science 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 comply with the University's policy on the Test of English as a Foreign Language (TOEFL).

Application Dates

Clinical Application	Clinical Component	Dates Beginning
Cytotechnology	March 1-31	Summer Class
Medical Technology	October 1-31	Summer Class

For all clinical training internships, i.e. Cytotechnology and Medical Technology, Supplemental Admission Criteria apply.

Because clinical facilities in each of the options have a limited number of positions, a limited number of students are admitted to a given option. In addition, clinical positions may not be available to International student visa holders or students not proficient in English. For any clinical class there may be more qualified applicants than can be accommodated, thereby designating the program as "impacted."

Applicants for clinical placement must have been fully admitted to the University and must have been in residence for two semesters prior to the beginning of the clinical component.

Undergraduates in the Clinical Science BS degree program must have completed all graduation requirements prior to the start of the clinical internship.

From among the applicants for a Clinical Option, the Committee for Clinical Laboratory Experience (CCLE) will determine those applicants who are accepted to the clinical internship on the basis of the following Supplemental Admission Criteria:

1. Academic success as reflected by:
 - a) Grade point average in required "pre-clinical course work" (minimum 3.00 on a 4.00 scale).
 - b) desirable "pattern" of academic performance (i.e., consistency and/or improvement);
 - c) completion of the General Education Requirements.

2. Evaluation by the Committee for Clinical Laboratory Experience of the student's potential to succeed in the program and the profession (appearance, attitude, interest, enthusiasm, poise, motivation, expectations, career planning, maturity, social understanding and involvement, flexibility, and stability).
 3. Physical, professional and emotional fitness for the demands of the job as verified by a physician and three letters of recommendation. At least one of these letters should validate relevant work experience and/or knowledge of the field. Accordingly, it is recommended that one be from an employer and the others from faculty teaching for the pre-clinical course work at CSU Dominguez Hills or other colleges and universities. Recommendations should address recent activities.
 4. Completion of two semesters in residence prior to beginning the clinical training.
 5. Clarity of expression (oral and written) and relevant extracurricular activity (e.g. active member or officer of a social club, Science Society, etc.) as revealed by an extemporaneous essay and in the application form.
 6. Have no felony convictions.
 7. Other factors that will be considered, but which will not guarantee selection are: prior qualified application, efforts to seek psycho-social balance in the program, and veteran status. Applicants to the clinical who have repeated three or more designated pre-clinical classes may have their ranking reduced in the selection process. Repeating a single course more than once is discouraged.
 8. After 3 unsuccessful attempts, the applicant will no longer be eligible for internship.
- The CCLE is composed of university faculty and clinical faculty from each clinical facility. One or more oral interviews will be required on campus and/or at the clinical facilities. The program director will notify the applicant of the admission decision in consultation with the Committee for Clinical Laboratory Experience (CCLE). The program coordinator, in consultation with the officials of the affiliated program, determine to which affiliate the student will be placed. Student preference is considered as one factor in the decision. In order to retain admission status, students must communicate their intention to the program coordinator, in writing, within 15 working days following notification of admission. Final placement assumes continued eligibility under supplementary and basic admission criteria. In some cases, the CCLE may require additional course work or performance levels prior to placement consideration. Failure to satisfy such requirements may disqualify the student from entering the clinical component.

Academic Regulations

For courses designated as pre-clinical and all clinical courses, a grade of "C" is the minimal acceptable grade. Students in the clinical internship who receive a grade or grades below the acceptable minimum or who show lack of reasonable progress may be requested to appear before the Committee for Clinical Laboratory Experience at the clinical affiliate. The committee also considers disciplinary cases. Continued lack of progress, in the opinion of the committee (and with the approval of the division chair), may result in Administrative or Academic Dismissal from the clinical program.

Transportation

Students are required to furnish their own transportation to and from the clinical facility and in those pre-clinical courses that require field trips.

Uniforms

Uniforms or laboratory coats are required in the clinical and for most pre-clinical courses.

Essential Functions

A combination of psychomotor and sensory abilities is needed by students to successfully achieve professional entry-level competencies in the clinical sciences. These "Essential Functions" fall into the categories of visual, motor, communications, behavior and computational:

Essential Functions: Visual

The CLS student must possess sufficient visual acuity to recognize, perform and analyze findings from clinical procedures, including the necessary skills to:

- Observe clinical demonstrations.
- Differentiate color reactions.
- Characterize physical properties of biologicals and solutions.
- Distinguish numbers, characters, decimal points, and graphs on an electronic screen.
- Distinguish numbers, characters, decimal points, and graphs on a hard copy report.
- Identify stained and unstained structural features of specimens using a binocular bright-field microscope.
- Match figures, lines, structural and spatial configurations with or apart from each other.
- Read calibration marks on measuring devices.
- Observe signs of distress from clients during diagnostic procedures.

Essential Functions: Motor

The CLS students must possess sufficient motor ability to perform clinical diagnostic tests and to manipulate laboratory equipment, including the necessary skills to:

- Travel to numerous clinical sites for assigned clinical rotations.
- Position patients for diagnostic procedures.
- Deliver assistance to clients in distress during diagnostic procedures.
- Control and adjust switches, dials, keypads, and/or touchpads on equipment used for laboratory tests and diagnostic procedure.
- Manipulate equipment used for phlebotomy, injections or fine needle biopsies.
- Control and adjust devices used for measuring biologicals, chemicals, or radiation.
- Move about a clinical facility in a safe manner.

Essential Functions: Communications

- Read, write and verbalize in English.
- Read and comprehend technical policy and procedure manuals and test inserts.
- Follow verbal and written instructions.
- Instruct clients prior to specimen collection, in preparation for and/or during diagnostic procedures.
- Take written, computer and practical examination.
- Investigate and prepare a research paper and/or project.

Essential Functions: Behavior

The CLS student must possess sufficient behavioral skill to:

- Adapt to changes in schedule and/or assignments.
- Show flexibility and adjust to instruction from multiple clinical practitioners and Adjunct Faculty.
- Comply with the health, safety and liability policies listed in the University Catalog.

Essential Function: Computational

The CLS student must possess sufficient computational skills to perform mathematical calculations needed for laboratory data analysis and quality assurance.

Health Insurance

Student health and accident insurance is required during clinical training. It is the responsibility of the student to secure acceptable insurance and present evidence of health insurance before entering the clinical. For additional information, contact the Student Health Center or the affiliate.

Liability Insurance

Clinical affiliates may require students to carry professional liability insurance during the clinical component. In those cases, it is the responsibility of the student to provide evidence of such coverage prior to entering the clinical class.

Health Requirements**Immune Status**

Students selected for internships will be required to demonstrate immunity to rubella, rubella and mumps (MMR), must know their immune status to varicella (immunity is not a requirement), must show that they are free from tuberculosis by PPD or chest X-ray, and must know their immune status to hepatitis B and DPT. Additional requirements may be required by specific sites. Students must provide proof of all the above to the Clinical Sciences office before beginning training at any affiliated facility.

Hepatitis B Vaccination

Clinical Science students will be offered, at their own expense, vaccination against Hepatitis B by the CSU Dominguez Hills Student Health Center. Students may refuse the vaccine using the approved waiver form. The record of waiver or vaccination must be on file in the Clinical Sciences department. Students may be vaccinated by their own health care provider or by the Department of Public Health. All students are encouraged to consult with their health care provider for information on possible adverse affects before being vaccinated.

Physical Examination

Successful applicants will be required to obtain a physical examination. The physical examination may be done by the student's family physician or, for a nominal fee, at the Student Health Center. An appointment is advised well in advance of the beginning of the clinical class.

Trainee License

For the clinical year in medical technology, students must obtain a California Clinical Laboratory Technologist Trainee's license before entering the clinical year. The Trainee license may be requested on line and official transcripts sent by the registrar's office, directly to:

State of California Department of Health Services

Laboratory Field Services Section

Attn: Personnel Licensing

850 Marina Bay Parkway

Richmond, California 94804

Mission and Goals

The mission of the Clinical Sciences programs is to provide high quality education and professional preparation in cytotechnology and medical technology for a diverse student population, to prepare them for traditional and emerging roles as clinical science professionals. The goals of each of the programs, in addition to preparing entry-level clinical practitioners are to:

- Produce clinical scientists who can research, develop, evaluate and implement clinical skills and procedures utilizing a high degree of independent judgment and applied cognitive knowledge;

- Consult, where appropriate, with other members of the health care team; and
- Instill within graduates a sense of professionalism, dedication, and commitment to healthcare and their profession that will stay with them throughout their careers.

Bachelor of Science in Clinical Science

Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

Major Requirements (72-76 units)

The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

Single Field Major - no minor required

Cytotechnology Option (72 units)

A. Lower Division Requirements (39 units)

BIO 120. Principles of Biology I (3)

BIO 121. Principles of Biology I Lab (1)

BIO 122. Principles of Biology II (3)

BIO 123. Principles of Biology II Lab (1)

BIO 124. Principles of Biology III (3)

BIO 125. Principles of Biology III Lab (1)

BIO 250. Elements of Human Anatomy and Physiology (3)

BIO 220. Molecular Biology (3)

BIO 221. Molecular Biology Lab (1)

CHE 110. General Chemistry I (5)

CHE 112. General Chemistry II (5)

CHE 230. Quantitative Analysis (4)

HEA 201. Healthcare Systems and Perspectives (3)

MAT 131. Elementary Statistics and Probability (3)

B. Upper Division Requirements (33 units)

BIO 324. Microbiology (3)

BIO 325. Microbiology Lab (1)

CHE 316. Survey Organic Chemistry (3)

CHE 317. Survey Organic Chemistry Laboratory (1)

CLS 301. Introduction to Clinical Laboratory Procedures (2)*

CLS 304. Clinical Urinalysis/Body Fluids (2)*

CLS 306. Clinical Immunology and Immunohematology (4)*

CLS 307. Clinical Hematology with Laboratory (4)*
CLS 308. Pathophysiology for Health Professions (3)*
BIO 320. Cell Biology (3)*
BIO 340. Genetics (3)*
BIO 422. Histology (3)*
BIO 424. Histology Lab (1)*

*Note: These are pre-clinical courses from which grade point averages are calculated to determine clinical placement eligibility. They must have been taken within the last five years in the United States. Exceptions may be granted by the Program Coordinator.

Medical Technology Option (76 units)

A. Lower Division Requirements (35 units)

BIO 120. Principles of Biology I (3)
BIO 121. Principles of Biology I Lab (1)
BIO 122. Principles of Biology II (3)
BIO 123. Principles of Biology II Lab (1)
BIO 250. Elements of Human Anatomy and Physiology (3)
BIO 220. Molecular Biology (3)
BIO 221. Molecular Biology Lab (1)
CHE 110. General Chemistry I (5)
CHE 112. General Chemistry II (5)
CHE 230. Quantitative Analysis (4)
HEA 201. Healthcare Systems and Perspectives (3)
MAT 131. Elementary Statistics and Probability (3)

B. Upper Division Requirements (41 units)

BIO 324. Microbiology (3)
BIO 325. Microbiology Lab (1)
CHE 316. Survey Organic Chemistry (3)
CHE 317. Survey Organic Chemistry Laboratory (1)
CLS 301. Introduction to Clinical Laboratory Procedures (2)*
CLS 304. Clinical Urinalysis/Body Fluids (2)*
CLS 306. Clinical Immunology and Immunohematology (4)*
CLS 307. Clinical Hematology with Laboratory (4)*
CLS 308. Pathophysiology for Health Professions (3)*
CLS 401. Overview: Virology/Mycology (2)*
BIO 425. Medical Bacteriology (2)*
BIO 435. Medical Bacteriology Lab (2)
BIO 458. Human Parasitology (3)*
BIO 459. Human Parasitology (1)
CHE 450. Biochemistry I (4)
CHE 451. Biochemistry Laboratory I (1)
CHE 456. Clinical Chemistry (3)*
Phlebotomy experience (CLS 302) is required by many of the affiliated labs for clinical internships in medical technology. Each medical technology student is required to consult with an advisor regarding this elective.

California state licensure for medical technology requires that three (3) units in physics, including light and electricity, be completed prior to issuing the clinical trainee license. Each medical technology student is required to consult with an advisor regarding this state regulation.

Post-Baccalaureate Certificate Program in Clinical Science - Medical Technology (29 units)

All pre-clinical requirements must be completed prior to starting the clinical internship. See BS degree Curriculum. The Post Baccalaureate Certificate in Clinical Science - Medical Technology is awarded upon successful completion of Clinical Year Laboratories and Lectures as a California Licensed Clinical Laboratory Technologist Trainee in an affiliated clinical facility. Awardees are eligible for the California issued licensure for the generalist Clinical Laboratory Scientist and to sit for the National Certifications Examination(s).

Required Courses:

- CLS 430. Clinical Microbiology Laboratory (4)
- CLS 431. Clinical Chemistry Laboratory (3)
- CLS 432. Clinical Hematology/Urinalysis Laboratory (4)
- CLS 433. Clinical Immunohematology/Serology Laboratory (3)
- CLS 434. Clinical Special Procedures Laboratory (1)
- CLS 440. Correlations in Clinical Microbiology (2)
- CLS 441. Correlations in Clinical Chemistry (2)
- CLS 442. Correlations in Clinical Hematology/Urinalysis (2)
- CLS 443. Correlations in Clinical Immunohematology/Serology (2)
- CLS 491. Management Skills in Clinical Science (3)
- CLS 492. Research Methods in Clinical Science (3)

Post-Baccalaureate Certificate Program in Clinical Science -Cytotechnology (30 units)

All pre-clinical requirements must be completed prior to starting the clinical internship. See BS degree Curriculum. The Post Baccalaureate Certificate in Clinical Science – Cytotechnology is awarded upon successful completion of Clinical Year Laboratories and Lectures as a Cytotechnologist Trainee in an affiliated clinical facility. Awardees are eligible to sit for the national certification of the ASCP - Board of Certification and California issued state licensure.

Required Courses:

- CLS 450. Microscopy: Female Genital Tract (4)
- CLS 451. Microscopy: Respiratory and Gastrointestinal Tract (2)
- CLS 452. Microscopy: Genitourinary Tract and Body Cavity Fluids (2)
- CLS 453. Microscopy: Fine Needle Aspirations (2)
- CLS 454. Microscopy: Systems Overview (4)
- CLS 455. Cytologic Preparation (2)
- CLS 460. General Cytology, Cytogenetics, Cytology of the Female Genital Tract (3)
- CLS 461. Cytology of Respiratory and Gastrointestinal Tract (2)
- CLS 462. Cytology of the Genitourinary Tract and Body Cavity Fluids (2)
- CLS 463. Fine Needle Aspiration Cytology (1)
- CLS 491. Management Skills in Clinical Science (3)
- CLS 492. Research Methods in Clinical Science (3)

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

Course descriptions for HSC courses can be found in the Health Sciences section of this catalog.

Upper Division

CLS 301 Introduction to Clinical Laboratory Procedures (2).

Prerequisite: BIO 122 required.

Demonstration and practice of specialized techniques used in the clinical setting. Theory of arterial, capillary and venipuncture including complications. Processing body fluids. Review of state/federal laws, biohazards and quality assurance. Oral and/or written reports/projects.

CLS 302 Clinical Practice (1).

Prerequisites: BIO 122; CLS 301 or concurrent enrollment required.

Practice in clinical laboratory techniques: phlebotomy; serum, plasma and whole blood preparation for testing; Minimum 90 hours training at a clinical affiliate under University Faculty supervision. Written report(s).

CLS 304 Introduction to Urinalysis and Body Fluids (2).

Prerequisites: BIO 122 or equivalent transfer course.

An introduction to the analysis of urine and body fluids used in the clinical setting. Discussion of the theory and diagnostic applications relative to the analysis of urine and body fluids.

Demonstration of lab techniques with limited lab practice.

CLS 306 Clinical Immunology and Immunoematology (4).

Prerequisites: BIO 250; CLS 301 or concurrent enrollment required.

Theory and practice of serologic techniques; nature of antigens, antibodies and the immune response. Genetics of red cell antigens. Pre-natal, neonatal, and pre transfusion testing. Cause, investigation and prevention of HDNB. Compatibility testing and investigation of transfusion reactions. Case studies. Written reports. Three hours of lecture and three hours of laboratory per week.

CLS 307 Clinical Hematology (4).

Prerequisites: BIO 250; CLS 301 or concurrent enrollment required.

Hematopoiesis. Enumeration and identification of blood cells. Coagulation and hemostasis.

Theory and application of hematology procedures. Emphasis on detection of abnormalities.

Demonstration of special equipment and techniques. Case studies and written reports. Two hours of lecture and three hours of laboratory per week.

CLS 308 Pathophysiology for Health Professions (3).

Prerequisite: BIO 250 and either BIO 251, CHE 112, or equivalent.

Principles of clinical pathophysiology, including assessment of clinical data necessary for identifying the causes of diseases and evaluating the underlying mechanisms of pathologic processes. Discussion of immune disorders, inflammation, neoplasia and genetic disorders.

Review of the individual organ system and associated pathology. Case studies, written/and or oral reports.

CLS 401 Overview: Virology/Mycology (2).

Prerequisites: BIO 324 or concurrent enrollment; CLS 301 is recommended.

Brief introduction to "special pathogens" for students preparing for the clinical virology and mycology rotations in the clinical laboratory.

CLS 430 Clinical Microbiology Laboratory (3,4).

Prerequisite: Admission to the clinical year.

Techniques and practice in medical microbiology including parasitology, mycology, and bacteriology at a clinical affiliate. Oral and/or written reports/projects.

CLS 431 Clinical Chemistry Laboratory (3,4).

Prerequisite: Admission to the clinical year.

Techniques and practice in chemistry at a clinical affiliate. Oral and/or written reports/projects.

CLS 432 Clinical Hematology/Urinalysis Laboratory (4).

Prerequisite: Admission to the clinical year.

Techniques and practice in hematology and urinalysis at a clinical affiliate. Oral and/or written reports/projects.

CLS 433 Clinical Immunohematology/Serology Laboratory (3).

Prerequisite: Admission to the clinical year.

Techniques and practice in serology, immunology and blood banking at a clinical affiliate. Oral and/or written reports/projects.

CLS 434 Clinical Special Procedures Laboratory (1).

Prerequisite: Admission to the clinical year.

Techniques and practice in special procedures at a clinical affiliate. Oral and/or written reports/projects. Repeatable course.

CLS 440 Correlations in Clinical Microbiology (2).

Prerequisite: Admission to the clinical year.

Theory and correlations of pathophysiology in medical microbiology including mycology, parasitology and bacteriology.

CLS 441 Correlations in Clinical Chemistry (2).

Prerequisite: Admission to the clinical year.

Theory and practical aspects correlating clinical chemistry with pathophysiology.

CLS 442 Correlations in Clinical Hematology/Urinalysis (2).

Prerequisite: Admission to the clinical year.

Theory and practical applications correlating hematology and urinalysis to pathophysiology.

CLS 443 Correlations in Clinical Immunohematology/Serology (2).

Prerequisite: Admission to the clinical year.

Theory and practical applications correlating serology, immunology and blood banking to pathophysiology.

CLS 450 Microscopy: Female Genital Tract (4).

Prerequisite: Admission to the clinical year in cytotechnology.

Microscopic examination of cytologic and histologic material of benign and malignant disease processes from the female genital tract, including microbiology, hormonal effects and response to therapy.

CLS 451 Microscopy: Respiratory and Gastrointestinal Tracts (2).

Prerequisite: Admission to the clinical year in cytotechnology.

Microscopic examination of cytologic and histologic material of benign and malignant disease processes from the respiratory and gastrointestinal tracts.

CLS 452 Microscopy: Genitourinary System and Body Cavity Fluids (2).

Prerequisite: Admission to the clinical year in cytotechnology.

Microscopic examination of cytologic and histologic material of benign and malignant disease processes of the genitourinary system and body cavity fluids.

CLS 453 Microscopy: Fine Needle Aspirations (2).

Prerequisite: Admission to the clinical year in cytotechnology.

Microscopic examination of cytologic and histologic material of benign and malignant disease processes in aspirated material.

CLS 454 Microscopy: Systems Overview (4).

Prerequisite: Admission to the clinical year in cytotechnology.

Cytologic examination of gynecologic and non-gynecologic material from all body sites for diagnostic purposes.

CLS 455 Cytologic Preparation (2).

Prerequisite: Admission to the clinical year in cytotechnology.

Current methods of processing and staining material for cytologic study. Techniques utilized in obtaining non-gynecologic material for cytologic evaluation.

CLS 460 General Cytology, Cyto genetics, Cytology of the Female Genital Tract (3).

Prerequisite: Admission to the clinical year in cytotechnology.

General cytology, cyto genetics, and electron microscopy. Basic principles of pathology and cytology as they apply to malignancy. Anatomy, histology, pathology and cytopathology of the female genital tract, including microbiology, hormonal effects and response to therapy.

CLS 461 Cytology of the Respiratory and Gastrointestinal Tracts (2).

Prerequisite: Admission to the clinical year in cytotechnology.

Normal and abnormal cytology of the respiratory and gastrointestinal tracts with emphasis on anatomical and histological pathology.

CLS 462 Cytology of the Genitourinary System and Body Cavity Fluids (2).

Prerequisite: Admission to the clinical year in cytotechnology.

Normal and abnormal cytology of the genitourinary system and body cavity fluids with emphasis on anatomical and histological pathology.

CLS 463 Fine Needle Aspiration Cytology (1).

Prerequisite: Admission to the clinical year in cytotechnology.

Normal and abnormal aspiration cytology of the major organs with emphasis on anatomical and histological pathologies.

CLS 490 Seminar in Clinical Sciences (1).

Prerequisites: CLS 301 and CLS 306 required; and all lower division Clinical Science Program required.

Presentation and discussion of pertinent topics from clinical science trade journals. Written and oral presentations. One hour of seminar per week.

CLS 491 Management Skills in Clinical Sciences (3).

Prerequisite: Admission to Clinical Internship. Recommended: CLS 301.

Discussion of current and emerging theories, concepts and trends relevant to the management of clinical laboratories, including compliance, professional development, training and educational methodologies. Student projects, written and oral reports are required.

CLS 492 Research Methods in Clinical Science (3).

Prerequisite: Admission to Clinical Internship. Recommended: MAT 131 or equivalent

Overview of relevant theoretical concepts, methods and applications utilized in clinical science research. Application of research methods to the development and design of research proposal. Critical analysis of literature review, data, and published research studies in clinical sciences.

Graduate

Graduate standing or consent of the program coordinator is prerequisite to enrollment in graduate (500) level courses.

CLS 594 Independent Study in Clinical Sciences (1-3).

Prerequisite: Consent of instructor and advisor.

Independent and original laboratory or field investigation under supervision of a faculty member.

CLS 595 Special Topics in Clinical Sciences (1-3).

Prerequisite: Health Care Practitioner.

Advanced topics of special interest to Clinical Science majors possessing health care credentials.

Topic and content will vary as announced.

CLS 596 Internship in Clinical Sciences (1-6).

Prerequisite: Graduate standing; CLS 501 and 502 recommended.

Students will be directed to health care facilities to serve as interns within their chosen specialization. Teaching opportunities may be available in a variety of settings. Regular meetings are scheduled with a faculty internship supervisor to assess student progress. Written report required. Course designed for graduate students in the Clinical Sciences. Repeatable course.

Infrequently Offered Courses

The following courses are scheduled only on a "demand" basis. Students should consult the department office for information about the next scheduled offering.

CLS 303 Radiation Science (3).

Prerequisites: MAT 171 and HEA 201.

Overview of radiation science: history, radiation physics, instrumentation, protection and safety.

Applications to clinical procedures utilizing radionuclides. Problem solving.

CLS 305 Radiation Biology and Protection (1).

Prerequisite: Admission to the clinical year.

Modes of radioactive decay, photon radiation, interaction of radiation with matter, biologic effects of radiation, decontamination techniques, government regulations. Problem solving.

Report writing. Oral and/or written reports/projects.

CLS 410 Nuclear Medicine Laboratory: Imaging Techniques (5,6).

Prerequisite: Admission to the clinical year.

Use of nuclear medicine equipment in a clinical setting to visualize organs, determine function of organs and organ systems.

CLS 411 Nuclear Medicine Laboratory: Radiopharmacy and Radioassay (4).

Prerequisite: Admission to the clinical year.

Preparation of radionuclides for administration in diagnostic testing including radio- chemical purity, quantitative assay and sterility. Radioassay techniques: calibration and use of instruments, specimen collection. Quality assurance.

CLS 412 Nuclear Medicine Laboratory: Instrumentation and In-vivo Techniques (4).

Prerequisite: Admission to the clinical year.

Performance of procedures utilizing radionuclides for in-vivo studies. Instrument calibration, preventive maintenance. Computer applications.

CLS 413 Nuclear Medicine Laboratory: Special Studies (2).

Prerequisite: Admission to the clinical year.

Practicum in special studies of interest related to nuclear medicine. Project and written report. Repeatable course.

CLS 420 Correlations in Nuclear Medicine: Imaging Techniques (3).

Prerequisite: Admission to the clinical year.

Principles of stationary and moving imaging with correlations to pathophysiology in human organs and systems.

CLS 421 Correlations in Nuclear Medicine: Radiopharmacy and Radioassay (2).

Prerequisite: Admission to the clinical year.

Theory of radiopharmaceutical applications: radionuclides, dose calibration. Principles of saturation analysis and competitive protein binding, correlations of biochemistry, pathophysiology, radioassay techniques, principles and applications to individual techniques. Quality assurance.

CLS 422 Correlations in Nuclear Medicine: Instrumentation and In-vivo Techniques (2).

Prerequisite: Admission to the clinical year.

Instrumentation including Geiger-Mueller tubes, rectilinear scanners, scintillation spectrometers and gamma cameras. In-vivo techniques including Schilling test, blood volume, time dependent studies, erythrokinetics, gastrointestinal loss studies.

CLS 423 Correlations in Nuclear Medicine: Special Studies (1).

Prerequisite: Admission to the clinical year.

Special studies including ultrasound, radiotherapy and nuclear magnetic resonance. Repeatable course.

CLS 501 Clinical Sciences: Team Concept (3).

Prerequisite: HEA 201.

Analysis of the current status and problems in health care delivery including management, staffing and health economics; development of a realistic model. Role of allied health professionals in health care delivery; scientific medicine vs. holistic health; prevention and health education. Coordination of the clinical sciences into an effective health care team. To successfully complete this class, students must demonstrate proficiency to the satisfaction of the instructor in oral and written communication skills in the English language. Oral and/or written reports/projects.

CLS 502 Management Concepts in the Clinical Sciences (3).

Prerequisite: HEA 201.

Managerial function, organization, and structure. A pragmatic approach to the strategies and tactics available to the professional manager. Special projects in work sampling, workload recording and time management for health care professionals. Oral and/or written reports/projects.

CLS 503 Clinical Diagnosis (3).

By use of case studies, interpretation of clinical data, correlation of history and physical to diagnosis, treatment and follow-up protocols. Student case study investigation. Two hours of lecture and two hours of activity per week.

CLS 504 Data Collection and Processing (3).

Prerequisite: CSC 111 or equivalent.

Collection, storage and retrieval of data, with emphasis on clinical applications. Modern information systems and evaluation of such systems from the clinical science management view point. Oral and/or written reports/projects. Two hours of lecture and two hours of activity per week.

CLS 505 Statistical Analysis and Research (3).

Prerequisite: MAT 131.

Application of statistical analysis in the clinical and health sciences, including normal and binomial distribution, t-tests, chi square tests, analysis of variance, linear regression and correlation. Student project required. Two hours of lecture and two hours of activity per week.

CLS 590 Graduate Seminar (1-2).

Prerequisites: CLS 501, CLS 502 and CLS 503 or consent of instructor.

Seminar methods and use of the literature in the clinical sciences. Faculty and student directed discussions of contemporary clinical science issues. Participants present and interpret recent publications. Written abstracts. Repeatable up to 6 units. One hour of seminar per week.

CLS 599 Graduate Capstone Activity (1-3).

Prerequisites: Graduate Writing Assessment Requirement; advancement to candidacy, and completion of all required core courses.

Department approval of advisor and project. Students will choose either a thesis, project or comprehensive examination in consultation with their advisor.

CLS 600 Graduate Continuation Course (0).

Graduate students who have completed course work but not their thesis, project, or comprehensive examination, or who have other requirements remaining for completion of their degree, may maintain continuous attendance by enrolling in this course. Signature of graduate program coordinator required.

COMMUNICATIONS

College of Arts and Humanities Department of Communications

Bachelor of Arts

Advertising/Public Relations Option

Journalism Option

Media Studies Option

Minors

Advertising

Communications

Subject Matter Preparation Program

(for requirements, refer to the English section in this catalog)

Faculty

Nancy Cheever, Department Chair, Journalism Option Coordinator

Sharon Sharp, Media Studies Option Coordinator

Ryan Bowles Eagle, Brant Burkey, Karina Kim

Department Office: SAC-1166, (310) 243-3313; FAX (310) 516-3779

Emeriti Faculty

James Sudalnik, Edd Whetmore

Program Description

Students dedicated to building professional careers in print and digital media, film, television, and the closely related fields of public relations and advertising, as well as those interested in preparing for post-baccalaureate programs, will find degree programs designed by the Communications Department to meet their needs and to develop their skills and interests. The Communications Department offers a major with options in Advertising/Public Relations, Journalism, and Media Studies as well as minors in Communications and Advertising. The curriculum provides a broad understanding of communications media within a liberal arts framework. The university's close proximity to the Los Angeles media industries allows students to take advantage of wide-ranging internship opportunities in order to complement their coursework.

Advertising/Public Relations Option

The department offers the Bachelor of Arts in Communications with an option in Advertising/Public Relations. This program is designed for students interested in careers in public relations, advertising, and integrated communications. Government, civic groups, nonprofit organizations, corporations and educational institutions all require the services of public relations and advertising practitioners to manage their communications programs and to help determine public policy. This process, sometimes defined as strategic problem-solving through communications, encompasses everything from counseling top management to the preparation of communication strategies and campaigns. It includes the entire gamut of informational media materials such as audio and video programs, employee publications, brochures, newsletters and annual reports; surveying and analyzing public opinion; speech

writing; lobbying; fund raising and the planning of special events. Students in this emphasis are encouraged to join the department-sponsored Public Relations Student Society of America (PRSSA) Chapter.

Journalism Option

The Bachelor of Arts/Journalism Option is designed for students interested in print, online, and broadcast journalism careers. Students who graduate with a journalism degree are prepared for a wide variety of media-related careers, already armed with industry experience. New technologies and media platforms have created many dynamic opportunities for journalism graduates who possess the skills, principles, and practices for a successful career in the diverse regional, national, and international job markets. We train students in the various practices of contemporary journalists, including news writing and reporting, feature writing, column and opinion writing, interviewing, broadcast journalism, video podcasting, editing, and blogging. Taught by seasoned journalists from a variety of media outlets, the curriculum focuses on the knowledge, practices, principles, and strategies of successful journalism professionals. In addition to learning effective writing, information gathering, and production techniques, students gain an understanding of how media organizations operate through hands-on internship training and in our news and broadcast production laboratories. Students also develop a keen understanding of how to decipher and navigate through an unprecedented amount of electronic information through media literacy training.

Media Studies Option

The Bachelor of Arts/Media Studies option provides students with the opportunity to study the history, theory, and criticism of media culture. The option emphasizes the development of critical thinking and writing skills through courses that examine all aspects of film, television, and digital media: their production and reception, history and contemporary structures, and texts and formal attributes. Students in the option gain a complex understanding of media culture that prepares them for careers in the media industries and for post-baccalaureate programs.

Advertising Minor

The department offers an Interdisciplinary Minor in Advertising, in conjunction with the College of Business Administration and Public Policy, and the Art and Design Department, combining courses in advertising, marketing and graphic design. The Advertising Minor provides an overview of both the business and creative sides of the advertising field.

Communications Minor

The Communications minor integrates rather than segregates instruction in media studies, advertising/public relations, and journalism. Students are required to take two lower division courses, and then choose their upper division courses based on their interests.

Academic Advisement

Full-time faculty members serve as academic advisors for Communication majors and minors. Students are strongly encouraged to seek faculty advisement upon admission and regularly thereafter. Faculty advisors work with students to provide information about major and minor degree requirements, preparation for post-baccalaureate programs, and career options.

Preparation

High school students are encouraged to take college preparatory English courses. Students planning to transfer from community college should consult with their counselor or advisor to identify appropriate transferable lower division courses.

Career Opportunities

The critical thinking and writing skills that Communications students acquire from their coursework, combined with the experience they gain by participation in internships and student groups, prepare them for a wide array of career opportunities.

Advertising/Public Relations

Account executive, account planner, public relations/advertising manager, marketing communications, advertising media analyst, corporate communications, public information officer, advertising copy writer, advertising designer, publications editor, product promotion and speech writer.

Journalism

Reporter, editor, features writer, freelance writer, columnist, correspondent, news broadcaster, editorial writer, news director, blogger, video podcaster, media management, researcher and photojournalist.

Media Studies

Critic, writer, producer, director, editor, media management, media distributor, researcher, and broadcasting/webcasting management.

Student Organizations

The Communications Department has sponsored a chapter of the Public Relations Student Society of America (PRSSA) since 1979. The chapter's mission is: (1) to serve its student members by enhancing their knowledge of public relations and providing access to professional development opportunities; and (2) to serve the public relations profession by helping to develop highly qualified, well-prepared professionals. PRSSA cultivates a favorable and mutually advantageous relationship between student members and professional public relations practitioners. The CSUDH Chapter is highly active, holding monthly meetings and sponsoring various on- and off-campus social and professional activities.

The Department also sponsors the student organization The Society of Independent Student Journalists (SISJ). Its mission is: (1) to offer educational and professional support for student journalists; (2) to reinforce and strengthen the guiding principles of independent journalists; (3) to give student journalists the opportunity to network with industry professionals and instructors; and (4) to ensure all interested students are proficient in the principles and practices of journalism professionals.

Student membership in these organizations is highly recommended.

Graduation With Honors

An undergraduate student may be a candidate for graduation with Honors in Communications provided he or she meets the following criteria:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum grade point average of at least 3.5 in all courses used to satisfy the upper division requirements in the major;
3. In addition, the student must be recommended by the faculty of the Communications Department.

Bachelor of Arts in Communications

Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

Graduation Writing Assessment Requirement

Students are strongly encouraged to fulfill the Graduation Writing Assessment Requirement by the end of their junior year. See the "Graduation Writing Assessment Requirement" in the University Catalog.

Major Requirements (48 units)

Students must select one of the options listed. The following courses, or their approved equivalents, are required of all candidates for this degree. The academic standards of the department require that all Communications majors pass all required and prerequisite courses with grades of "C" or better.

Common Core Requirements (24 units)

A. Lower Division Required Courses (9 units):

COM 100. Media and Society (3)

COM 110. Introduction to Digital Media Production (3)

COM 250. Writing for the Media (3)

B. Upper Division Required Courses (15 units):

COM 302. Law of the Mass Media (3)

COM 379. Media Industries (3)

COM 400. Communication Theory and Research (3)

COM 490. Senior Seminar (3)

COM 496. Internships (3)

Advertising/Public Relations Options (48 units)

A. Common Core Requirements (24 units)

B. Option Requirements (12 units):

COM 342. Advertising Strategy and Copywriting (3)

COM 365. Introduction to Public Relations (3)

COM 366. Public Relations Writing (3)

COM 467. Integrated Communications Management (3)

C. Electives (12 units):

COM 130. Introduction to Film (3)

COM 206. Photojournalism (3)

COM 305. Overview of Interactive Media (3)

COM 306. Online Media Production (3)

COM 308. Television History (3)

COM 333. Electronic Journalism (3)

COM 344. Advertising Media Analysis (3)

COM 346. News Gathering and Reporting (3)

COM 348. News Editing and Design (3)

COM 352. Feature and Critical Writing (3)

COM 355. News Production Workshop (3)
COM 358. Communication Graphics (3)
COM 360. Public Affairs and Editorial Writing (3)
COM 381. Screenwriting (3)
COM 385. Intermediate Media Production Workshop (3)
COM 387. Documentary Film (3)
COM 435. Media Psychology (3)
COM 494. Independent Study (1-3)
COM 495. Special Topics in Communications (3)

Journalism Option (48 units)

A. Common Core Requirements (24 units)

B. Option Requirements (12 units):

COM 333. Electronic Journalism (3)
COM 346. News Gathering and Reporting (3)
COM 352. Feature and Critical Writing (3)
COM 355. News Production Workshop (3)

C. Electives (12 units):

COM 130. Introduction to Film (3)
COM 206. Photojournalism (3)
COM 305. Overview of Interactive Media (3)
COM 306. Online Media Production (3)
COM 308. Television History (3)
COM 342. Advertising Strategy and Copywriting (3)
COM 344. Advertising Media Analysis (3)
COM 348. News Editing and Design (3)
COM 358. Communication Graphics (3)
COM 360. Public Affairs and Editorial Writing (3)
COM 365. Introduction to Public Relations (3)
COM 366. Public Relations Writing (3)
COM 381. Screenwriting (3)
COM 385. Intermediate Media Production Workshop (3)
COM 387. Documentary Film (3)
COM 435. Media Psychology (3)
COM 467. Integrated Communications Management (3)
COM 494. Independent Study (1-3)
COM 495. Special Topics in Communications (3)

Media Studies Option (48 units)

A. Common Core Requirements (24 units)

B. Option Requirements (12 units):

COM 130. Introduction to Film (3)
COM 308. Television History (3)

COM 381. Screenwriting (3)
COM 387. Documentary Film (3)

C. Electives (12 units):

COM 206. Photojournalism (3)
COM 305. Overview of Interactive Media (3)
COM 306. Online Media Production (3)
COM 333. Electronic Journalism (3)
COM 342. Advertising Strategy and Copywriting (3)
COM 344. Advertising Media Analysis (3)
COM 346. News Gathering and Reporting (3)
COM 348. News Editing and Design (3)
COM 352. Feature and Critical Writing (3)
COM 355. News Production Workshop (3)
COM 358. Communication Graphics (3)
COM 360. Public Affairs and Editorial Writing (3)
COM 365. Introduction to Public Relations (3)
COM 366. Public Relations Writing (3)
COM 385. Intermediate Media Production Workshop (3)
COM 435. Media Psychology (3)
COM 467. Integrated Communications Management (3)
COM 494. Independent Study (1-3)
COM 495. Special Topics in Communications (3)

Minor in Advertising (18 units)

The academic standards of the department require that all Advertising minors pass all required and prerequisite courses with grades of "C" or better.

A. Required Courses:

COM 342. Advertising Strategy and Copywriting (3)
COM 344. Advertising Media Analysis (3)
ART 344. Design Practices I (3)
MKT 350. Principles of Marketing (3)
MKT 352. Marketing Communications (3)
MKT 355. Consumer Behavior (3)

Minor in Communications (12 units)

A. Lower Division Required Courses (6 units):

COM 100. Media and Society (3)
COM 250. Writing for the Media (3)

B. Upper Division Required Courses (6 units):

Select two upper division Communications elective courses.

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

Lower Division

COM 100 Media and Society (3).

A critical overview of media culture including newspapers, magazines, film, radio, television, popular music, advertising, public relations, and the Internet. Focuses on building critical media literacy skills by developing a concrete understanding of media history, media analysis, the structure of media industries and their major players and products.

COM 110 Introduction to Digital Media Production (3).

An introduction to the process of digital video production that provides basic skills in all areas of digital video production in preparation for a career in any communications or related field that might require these basic skills. Skill sets include camera, lighting, sound, preproduction and production methodologies, and basic digital processes.

COM 130 Introduction to Film (3).

An introduction to the study of film as an aesthetic, historical, and cultural phenomenon, and to various methods of critical analysis.

COM 250 Writing for the Media (3).

Instruction and practice in the basics of reporting and writing news for print, electronic and digital media.

Upper Division

COM 300 Organizational Communications (3).

Organizational theory and the role that communication plays in modern business, industrial and governmental organizations. Case studies and reviews of the literature in solving communication problems of complex human organizations.

COM 302 Law of the Mass Media (3).

Libel law, right to privacy, contempt of court, copyright, the right to print news of public affairs, the Freedom of Information Act, and other legal topics of concern to the media professional.

COM 305 Overview of Interactive Multimedia (3).

General overview of current topics and issues in interactive multimedia. Provides an introduction to interactive multimedia concepts, roles, products and systems. Explores the planning, prototyping, producing, testing, and distributing of multimedia products. Three hours of seminar per week.

COM 306 Online Media Production (3).

Prerequisite: COM 110 or equivalent. COM 305, COM 385 are recommended.

Provides skill sets needed for mastery of methodologies of video/digital media postproduction and processes for embedding and streaming new media product, utilizing digital compression techniques. Emphasis is placed on digital non-linear editing techniques for internet deployment of projects relating to the fields of journalism, advertising, public relations as well as general digital mass media.

COM 308 Television History (3).

Prerequisite: COM 100.

A critical survey of the history of American television, from the 1940's to the present. Examines the interrelationships between programming forms, industry, regulation, technology, aesthetics, and culture.

COM 333 Electronic Journalism (3).

Prerequisite: COM 110 and COM 250. COM 100 is recommended. Corequisite: COM 306. Analysis and practice of coverage journalism, with emphasis on producing stories for the Internet, radio and television broadcasts. Examines theory and development of community journalism, including blogs and podcasts. Two hours lecture, on hour activity per week.

COM 342 Advertising Strategy and Copywriting (3).

Prerequisites: ENG 111 and COM 250 or equivalent are required; ART 344 or COM 358 are recommended.

Planning, creating and preparing demographically and psychographically targeted advertisements for print, electronic, interactive, and out-of-home media. Students will write copy for commercial and not-for-profit advertising campaigns.

COM 344 Advertising Media Analysis (3).

Analysis of the comparative advantages (cost and market impact) of various advertising media as a basis for time and space buying within the context of the creative advertising campaign with an emphasis on campaign planning and implementation.

COM 346 Reporting and Information Gathering (3).

Prerequisites: COM 250.

Theory and practice of information gathering for print and electronic media writing, including the art of interviewing. Identification, assessing and verifying published, computerized data base and "live" sources. Special emphasis on interview problems such as invalid inference and supposition. Two hours lecture, two hours activity per week.

COM 348 News Editing and Design (3).

Prerequisites: COM 250.

Principles, practice in copy editing, including review of grammar, spelling, punctuation, word use, organization, word flow, sentences, information verification, application of appropriate story forms; writing headlines, photo cropping and sizing, computer desktop page design and editorial judgment. One hour lecture, two hours activity per week.

COM 352 Feature and Critical Writing (3).

Prerequisites: COM 250.

Analysis and practice of preparing feature stories and critical reviews for newspapers, magazines, radio, television and video. Assignments include profiles, how-to pieces and news features. Critical reviews focus on theatre, film, music, fine arts and books. Two hours lecture, two hours activity per week.

COM 355 News Production Workshop (3).

Prerequisite: COM 250. COM 346 is recommended.

Production of print and electronic forms of campus newspaper. Practices include original story selection, writing, reporting, interviewing, and editing. Repeatable course. Two hours lecture, three hours activity per week.

COM 360 Public Affairs and Editorial Writing (3).

Prerequisites: COM 250 and COM 346.

Reporting, writing and editorial interpretation of public affairs events and issues, including on-site coverage of local governments, civic affairs, schools, police and courts. Utilization of public documents, enhancement of interviewing techniques, with emphasis on accuracy, clarity and social responsibility. Two hours lecture and two hours activity per week.

COM 365 Introduction to Public Relations (3).

Public relations practices and principles as applied to government, education and industry.

COM 366 Public Relations Writing (3).

Prerequisites: COM 250 and COM 365.

Public relations writing; message and audience analysis. Creating effective forms of public relations communications, producing print and video press releases, public service announcements, media fact sheets and alerts, executive letters, press kits and brochures and newsletter copy. Two hours lecture, two hours activity per week.

COM 379 Media Industries (3).

Prerequisite: COM 100.

Analyzes contemporary media industries offering a comprehensive overview of how the industries work, their historical roots in relations to how they operate today, and their cultural influence. Examines how the relationships between various cultural, industrial, regulatory, and economic elements set the conditions by which media industries create cultural texts.

COM 381 Screenwriting (3).

Prerequisite: COM 250.

Practice in script writing for TV and film. Development of writing styles suitable for each of these media. Emphasis on formal distinctions between aural and visual media.

COM 385 Intermediate Media Production Workshop (3).

Prerequisites: COM 110 or equivalent. COM 306 is recommended.

Intermediate skill sets are developed for production of news, informational, entertainment, persuasive, advertising, public relations, instruction, public affairs and corporate-programming in both studio and field production environments. Intermediate skill sets include camera, lighting, sound, preproduction and production methodologies, and intermediate digital processes.

COM 387 Documentary Film (3).

Prerequisite: COM 100.

A critical survey of the schools, styles, and purposes of documentary film as an aesthetic and cultural form.

COM 400 Communication Theory and Research (3).

Prerequisites: COM 100 and COM 250.

Provides an overview of mass communications from a theory and research perspective. Explores how audiences receive and use messages and how the research on these activities affects the way mass communication is generated.

COM 435 Media Psychology (3).

Prerequisite: COM 100.

Course is designed to acquaint students with the burgeoning field of media psychology, which examines the intersection of media use/media content and psychological processes. In this course students will learn how mass media messages, images, and texts can alter our thoughts, feelings, and behaviors, and how media and technology use may lead to or exacerbate psychological disorders.

COM 467 Integrated Communications Management (3).

Prerequisites: COM 250, COM 365, COM 366.

Analysis and development of strategies for planning/implementing integrated communications campaigns and preventing/solving integrated communications problems. Emphasis is placed on both individual and team case studies, incorporating strategic planning and writing techniques previously learned.

COM 490 Senior Seminar (3).

Prerequisite: COM 100 and COM 400; senior standing.

Integrative studies and in-depth analyses of the mass media and their role in society. Preparation of major thesis paper and the sharing of research findings during seminar discussions. Three hours of seminar per week.

COM 494 Independent Study (1-3).

Independent study in any relevant subject area under the direction of a member of the Communications Department faculty. Repeatable course.

COM 495 Special Topics in Communications (3).

An intensive study of an issue or concept in communications that is of special interest to both the faculty member and the students, such as press and social issues or sports in the media.

Repeatable course. Three hours of lecture per week.

COM 496 Internships (3).

Prerequisites: Senior standing and/or approval of the department is required; completion of a minimum of 27 upper division units in the major is recommended.

Directed work experience in the communications field—print or electronic journalism, public relations or advertising, film, broadcasting, or telecommunications. Ideally, such work provides a practical bridge linking the student's academic studies with the world of work. A minimum of 10 hours a week of supervised work experience under the direction of a professionally-qualified mentor.

Infrequently Offered Courses

The following courses are scheduled on a "demand" basis. Students should consult the department office for information about the next schedule offering.

COM 206 Photojournalism (3).

Instruction in the basic principles of still photography. Two hours of lecture and three hours of laboratory per week.

COM 358 Communication Graphics (3).

Prerequisites: COM 250.

Learning methods for producing various forms of visual communications including fliers, informational graphics and logos, newsletters, magazines and newspapers in correlation with desktop publishing, page design, typography selection, copy fitting photo sizing and cropping. Two hours lecture, two hours activity per week.

COM 425 Management in the Mass Media (3).

Prerequisites: COM 100 and COM 250.

Emphasizes management of the electronic media industries, the most heavily regulated in the field of mass communications. Covers organizational theory, principles of management, functions/style of the manager, programming, sales, promotion and community relations.

COMPUTER SCIENCE
College of Natural and Behavioral and Sciences
Department of Computer Science

Bachelor of Science

Minor

Certificate

Master of Science

Faculty

Mohsen Beheshti, Department Chair

Amlan Chatterjee, Jianchao (Jack) Han, Marek Suchenek, Bin Tang, Liudong Zuo

Emeriti Faculty

William B. Jones, Kazimierz Kowalski

Staff

Ken Leyba, IT Consultant

Department Office: NSM A-132, (310) 243-3398

<http://csc.csudh.edu>

Program Description

The modern electronic digital computer has become the indispensable tool of government, commerce and technology because of its enormous appetite for data and its near instantaneous processing speed. Computer Science is the discipline of designing methods for solving problems by means of such computers. The subject involves a surprising amalgam of logic, mathematics, engineering, electronics, communications and ergonomics.

The curriculum is designed to provide preparation for professional careers in the areas of software design and applied computer science, as well as to give the necessary theoretical background for graduate study in the field and to allow a flexible response to a dynamic and growing profession. The required courses give students a firm foundation in the basic areas of computer science and related areas of mathematics, and a wide choice of electives allow them to tailor their program to their specific interests.

The baccalaureate program (Bachelor of Science in Computer Science) is accredited by the Computer Science Accreditation Commission of the Accreditation Board for Engineering and Technology, 111 Market Place, Suite 1050, Baltimore, MD 21202-4012, (410) 347-7700. The programs accredited by the Commission of Accreditation Board for Engineering and Technology are accredited as separate and distinct from any other programs or kinds of accreditation.

Features

The University's location in the South Bay area of greater Los Angeles provides direct access to many major government contractors, manufacturers, and international centers of commerce and finance. This provides excellent opportunities for work-study and early job placement.

Our highly qualified full-time faculty are supplemented by talented and dedicated part-time faculty drawn from local firms and schools. Good teaching and easy on-campus access to professional quality computing systems enhances a degree program that provides both a solid core curriculum and a broad range of electives.

All courses are offered alternatively day and evening so that students may complete their programs by enrolling at either time exclusively.

Graduation with Honors

An undergraduate student may be a candidate for graduation with Honors in Computer Science provided he or she meets the following criteria:

1. A minimum of 36 units in residence at CSU Dominguez Hills at least 24 of which taken in Computer Science major;
2. A minimum GPA of 3.5 in all upper division courses in the Computer Science major completed in residence at CSUDH;
3. Recommendation by Computer Science faculty.

Students who achieve Honors in Computer Science will have the information recorded on their transcripts and diplomas.

Academic Advisement

Faculty guidance in the development of career goals and program planning to achieve those goals is available to all majors.

Preparation

Students entering the computer science program should have completed high school mathematics through trigonometry. Remediation is available but will delay the student's progress towards a Computer Science Degree.

This is a demanding program that places a premium on the student's initiative and effort.

Career Possibilities

Entry level positions in the areas of systems analysis, systems programming, applications programming, data engineering, data communications and software engineering provide typical career opportunities for computer science graduates. Such positions are available in a wide variety of software vendors, aerospace and defense related industries, manufacturing and commercial firms, and government and other public agencies. Many graduates have also gone on to graduate school. Job opportunities for computer science graduates continue to be excellent because of the continued long-term growth of the computer industry.

Student Organizations

There are three Student Organizations: Student Chapter of the Association for Computing Machinery (ACM), Student Chapter of Institute of Electrical and Electronics Engineers (IEEE), and Cyber Security. Contact departmental office for membership information, or visit the home page at <http://csc.csudh.edu/>.

Bachelor of Science in Computer Science

Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120.

General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

Minor Requirements

Single field major, no minor required.

Major Requirements (76 units)

Students entering the Computer Science program must complete the following.

1. Earn an overall grade point average of 2.0 or better in courses taken outside of the department.
2. Earn a grade of "C" or better in each course taken within the department.
3. Earn a grade of "C" or better in all direct and indirect prerequisite courses listed in the catalog before advancing to the next level course in a sequence for English, Mathematics, and Science courses.
4. Students must take capstone course CSC 492 at CSUDH.

The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

A. Lower Division Requirements (40 units):

CSC 121. Introduction to Computer Science and Programming I (4)*

CSC 123. Introduction to Computer Science and Programming II (4)

CSC 221. Assembly Language and Introduction to Computer Organization (3)

CSC 2xx. Lower Division Computer Science Elective (3)

MAT 191. Calculus I (5)

MAT 193. Calculus II (5)

MAT 271. Foundations of Higher Mathematics (3)

MAT 281. Discrete Mathematics (3)

PHY 130. General Physics I (5)

PHY 132. General Physics II (5)

B. Upper Division Requirements (36 units)

A minimum of 18 upper division units in the major must be taken in residence at CSU Dominguez Hills.

1. Core Requirements (12 units):

CSC 311. Data Structures (3)

CSC 321. Programming Languages (3)

CSC 331. Computer Organization (3)

CSC 341. Operating Systems (3)

2. Required Courses (18 units):

CSC 301. Computer and Society (3)**

CSC 401. Analysis of Algorithms (3)

CSC 481. Software Engineering (3)

CSC 492. Senior Project (3)

MAT 321. Probability and Statistics (3)

MAT 361. Finite Automata (3)

3. Electives: Select two courses from the following (6 units):

CSC 395. Special Topics (3)

CSC 411. Artificial Intelligence (3)

CSC 421. Advanced Programming Languages (3) [I]

CSC 431. Advanced Computer Organization (3)

CSC 441. Advanced Operating Systems (3) [I]
CSC 451. Computer Networks (3)
CSC 453. Data Management (3)
CSC 455. World Wide Web Design and Management (3)
CSC 459. Security Engineering (3)
CSC 461. Computer Graphics I (3)
CSC 463. Computer Graphics II (3) [I]
CSC 471. Compiler Construction (3)
CSC 490. Senior Seminar (3)
CSC 495. Special Topics (3)
MAT 367. Numerical Analysis I (3)
MAT 369. Numerical Analysis II (3) [I]

*NOTE: Major students may substitute this course for General Education Area A2. Please contact the University Advisement Center to request the course substitution.

**NOTE: Major students may substitute this course for General Education Area F2. Please contact the University Advisement Center to request the course substitution.

Minor in Computer Science (36 units)

A. Lower Division Required Courses (27 units):

CSC 121. Introduction to Computer Science and Programming I (4)
CSC 123. Introduction to Computer Science and Programming II (4)
CSC 221. Assembly Language and Introduction to Computer Organization (3)
MAT 191. Calculus I (5)
MAT 193. Calculus II (5)
MAT 271. Foundations of Higher Mathematics (3)
MAT 281. Discrete Mathematics (3)

B. Upper Division Requirements (9 units)

1. Required Course (3 units):

CSC 311. Data Structures (3)

2. Electives: Select two courses from the following, one of which must have a CSC prefix (6 units):

CSC 321. Programming Languages (3)
CSC 331. Computer Organization (3)
CSC 341. Operating Systems (3)
CSC 395. Special Topics (3)
CSC 401. Analysis of Algorithms (3)
CSC 411. Artificial Intelligence (3)
CSC 421. Advanced Programming Languages (3) [I]
CSC 431. Advanced Computer Organization (3)
CSC 441. Advanced Operating Systems (3) [I]
CSC 451. Computer Networks (3)
CSC 453. Data Management (3)
CSC 455. World Wide Web Design and Management (3)
CSC 459. Security Engineering (3)
CSC 461. Computer Graphics I (3)

CSC 463. Computer Graphics II (3) [I]
CSC 471. Compiler Construction (3)
CSC 490. Senior Seminar (3)
CSC 492. Senior Design (3)
CSC 495. Special Topics (3)
MAT 361. Finite Automata (3)
MAT 367. Numerical Analysis I (3)
MAT 369. Numerical Analysis II (3) [I]
CIS 372. System Development I (3)
CIS 373. Data Base Systems (3)
CIS 374. System Development II (3)
CIS 375. Data Communications (3)

Certificate in Computer Science (18 units)*

A. Upper Division Requirements (18 units)

1. Required Courses (9 units):

CSC 311. Data Structures (3)
CSC 321. Programming Languages (3)
CSC 331. Computer Organization (3)

2. Electives: Select three courses from the following (9 units):

CSC 337. Microcomputers (3) [I]
CSC 341. Operating Systems (3)
CSC 353. File Processing (3) [I]
CSC 361. Systems Programming (3) [I]
CSC 395. Special Topics (3)
CSC 401. Analysis of Algorithms (3)
CSC 411. Artificial Intelligence (3)
CSC 421. Advanced Programming Languages (3) [I]
CSC 431. Advanced Computer Organization (3)
CSC 441. Advanced Operating Systems (3) [I]
CSC 451. Computer Networks (3)
CSC 453. Data Management (3)
CSC 455. World Wide Web Design and Management (3)
CSC 459. Security Engineering (3)
CSC 461. Computer Graphics I (3)
CSC 463. Computer Graphics II (3) [I]
CSC 471. Compiler Construction (3)
CSC 490. Senior Seminar (3)
CSC 492. Senior Design (3)
CSC 495. Special Topics (3)
MAT 361. Finite Automata (3)
MAT 367. Numerical Analysis I (3)
MAT 369. Numerical Analysis II (3) [I]

*NOTES:

1. Adequate preparation in terms of the completion of all lower division courses which are prerequisites of courses for this certificate is necessary.

2. At least four of the six upper division courses must be taken at CSU Dominguez Hills.
3. None of the upper division courses may be taken as credit/no credit.
4. A minimum grade point average of 2.0 is required for all units taken for the certificate.

Master of Science in Computer Science (36 units)

The Master's Program in Computer Science is a two-year program in which a student must complete a required core of courses and additional concentration and general computer science elective courses. The curriculum for the Master of Science in Computer Science requires 36 semester credit units, and offers both a thesis option (30 semester credit units of coursework and 6 semester units of a thesis) and a non-thesis option (33 semester credit units of coursework and 3 semester credit units of a project). Students may choose to obtain the degree in Computer Science with specialization in Software Engineering or Distributed Systems and Networking. The academic program is expected to culminate in a master's thesis or project. During the first semester of the program, the student should choose a major advisor who will assist him or her in the choice of elective courses. The major advisor will chair the student's advisory committee for the thesis. Two additional members of the student's graduate advisory committee will need to be selected.

The graduate program can provide a strong background for future study in a doctoral program. It also provides graduate training as preparation for professional applications. Students with a master's degree in computer science are also prepared for a career in teaching and/or research. A majority of graduate classes are scheduled to accommodate late afternoon and evening students.

Admission Requirements

Students holding a Bachelor's degree in Computer Science are accepted as graduate students, provided they meet the general requirements stated below.

Applicants NOT holding a degree in Computer Science are also accepted as graduate students, provided they meet the general requirements and successfully complete the leveling courses described below.

General requirements for graduate study in Computer Science are as follows:

- An undergraduate degree from an accredited higher education institution.
- A minimum GPA of 2.75 on a 4.0 scale.
- A minimum TOEFL score of 550 (for applicants whose native language is not English).
- A minimum GRE General Test score of 293 (combined verbal and quantitative).

A student with a Bachelor of Science in Computer Science, with a GPA greater than 2.44 but less than 2.75 and/or GRE scores above 270 but less than 293, may first receive conditionally classified admission to the MS degree program. A conditionally classified student has one year to receive a minimum GRE score of 293 and a minimum GPA of 3.0 to change status to classified graduate student.

A student with a Bachelor's degree in a discipline other than Computer Science must possess a computer science background equivalent to the following CSUDH courses:

- CSC 321 Programming Languages
- CSC 331 Computer Organization
- CSC 311 Data Structures
- MAT 281 Discrete Mathematics
- CSC 341 Operating Systems
- MAT 361 Finite Automata

- Proficiency in a programming language (or CSC 123 Computer Science II)

A student without this background may be admitted conditionally and must enroll in these leveling courses before being accepted as a regular student in the graduate Computer Science program. Successful completion in these courses means a grade of C or better in each leveling course.

Students entering the master's program must maintain a grade of no less than B in any course for their continuation in this program. Final decision on admission to the graduate program is made by the Computer Science Graduate Committee.

Admission Procedures

Prospective graduate students must:

1. Submit an application to the University for admission (or readmission) with graduate standing, and official transcripts of all previous college work following the procedures outlined in the Admissions section of the University Catalog.
2. Submit to the Computer Science Graduate Program Coordinator:
 - a. a second set of official transcripts;
 - b. a letter to the department describing interests, goals and expectations in pursuing the master's degree in computer science;
 - c. three letters of recommendation sent directly from individuals who can evaluate potential for graduate study;
 - d. verification of a minimum GRE General Test score of 900 (combined verbal and quantitative) before the student has completed 9 semester units.

Graduate Standing: Conditionally Classified

To qualify for admission with a graduate degree objective, students must meet the admission requirements for post-baccalaureate standing as well as any additional requirements of the particular program. Students who apply to a graduate degree program but who do not satisfy all program requirements may be admitted to conditionally classified status. Program coordinators will outline all conditions for attainment of classified status.

Graduate Standing: Classified

Students applying for master's degree programs will be admitted in classified status if they meet all program admission requirements.

Classified standing as a graduate student is granted by the academic unit to which the student is applying. Classified standing is normally granted when all prerequisites have been satisfactorily completed for admission to a master's degree program. Students must have classified standing to qualify for Advancement to Candidacy.

Graduation Writing Assessment Requirement

All graduate students entering the University in the Fall of 1983 or thereafter are required to satisfy the Graduation Writing Assessment Requirement (GWAR) in accordance with the established policies of the university. Students must satisfy the requirements before being Advanced to Candidacy. (See "Graduation Writing Assessment Requirement" section of the University Catalog.

Advancement to Candidacy

Advancement to candidacy recognizes that the student has demonstrated the ability to sustain a level of scholarly competency commensurate with successful completion of degree requirements. Upon advancement to candidacy, the student is cleared for the final stages of the graduate program which, in addition to any remaining course work, will include the thesis or project. Following are the requirements for Advancement to Candidacy:

1. A minimum of 15 resident units;
2. Classified standing;
3. An approved Program of Study;
4. Successful completion of GVAR;
5. A cumulative GPA of 3.0 in all courses taken as a graduate student;
6. No grade lower than a "B" in the degree program.

Advancement to Candidacy must be certified on the appropriate form to the Graduate Dean by the department prior to the final semester, prior to enrolling in the thesis or project.

Degree Requirements (36 units)

Thesis Option

1. 30 semester units of graduate coursework.
 - a. Required graduate core courses (15 units)
 - b. Elective graduate courses (15 units)
2. Master's Thesis (6 units)

Non-Thesis Option

1. 33 semester units of graduate coursework.
 - a. Required graduate core courses (15 units)
 - b. Elective graduate courses (18 units)
2. Master's Project (3 units)

Students may choose to obtain the degree specializing in either Software Engineering (SE) or in Distributed Systems and Networking (DSN) tracks.

A. Core Courses (15 units):

- CSC 500. Research Methods (3)
- CSC 501. Design and Analysis of Algorithms (3)
- CSC 521. Fundamentals and Concepts of Programming Languages (3)
- CSC 581. Advanced Software Engineering (3)
- CSC 584. Software Project Planning (3)

B. Concentration (12 units)

1. Software Engineering (SE) Track:

- CSC 541. Advanced Operating Systems (3)
- CSC 546. Human Computer Interaction and Interface Design (3)
- CSC 582. Object-Oriented Analysis and Design Methodology (3)
- CSC 583. Software Engineering Processes (3)
- CSC 585. Advanced Software Quality Assurance (3)

2. Distributed Systems Networking (DSN) Track:

- CSC 531. Advanced Computer Architecture (3)
- CSC 541. Advanced Operating Systems (3)
- CSC 551. Data Communications and Computer Networks (3)
- CSC 552. Distributed Computing and Parallel Processing (3)
- CSC 555. Information Assurance and Network Security (3)

C. Electives (3-18 units):

- CSC 511. Artificial Intelligence and Expert Systems (3)

CSC 531. Advanced Computer Architectures (3)
 CSC 541. Advanced Operating Systems (3)
 CSC 546. Human Computer Interaction (3)
 CSC 553. Advanced Database Management Systems (3)
 CSC 551. Data Communications and Computer Networks (3)
 CSC 552. Distributed Computing and Parallel Processing (3)
 CSC 555. Information Assurance and Network Security (3)
 CSC 561. Advanced Computer Graphics (3)
 CSC 564. Numerical Analysis (3)
 CSC 565. Theory of Computation (3)
 CSC 582. Object-Oriented Analysis and Design Methodology (3)
 CSC 583. Software Engineering Processes (3)
 CSC 585. Advanced Software Quality Assurance (3)
 CSC 594. Independent Study (3)
 CSC 595. Special Topics in Computer Science (3)

NOTES:

1. General Computer Science:
 - a. Thesis Option: select 5 courses (15 units) from the list of elective courses;
 - b. Non-Thesis Option: select 6 courses (18 units) from the list of elective courses.
2. Software Engineering or Distributed Systems Networking tracks:
 - a. No double counting of electives;
 - b. Thesis Option: select 1 course (3 units) from the list of elective courses;
 - c. Non-Thesis Option: select 2 courses (6 units) from the list of elective courses

D. Capstone (3-6 units)

1. Thesis Option (6 units):
 CSC 599. Master's Thesis (3-6 units) or
2. Non-Thesis Option (3 units):
 CSC 590. Master's Project (3 units)

Course Offerings

Course syllabi and outlines may be found on departmental Web home pages at <http://csc.csudh.edu>.

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

If prerequisites are required then they need to be passed with a grade of "C" or better.

Lower Division

CSC 101 Introduction to Computer Education (3).

A computer literacy course designed to familiarize the learner with a variety of computer tools and computer concepts with emphasis on utilizing packaged programs. This course provides an introduction to the use of computers, common software programs and peripherals. Students are instructed in the use of a word processor, drawing programs, spreadsheet, database, presentation tools, internet applications and statistical package in scientific applications.

CSC 111 Introduction to Computers and Basic Programming (3).

Introduction to computer programming with particular emphasis on small systems through programming in the BASIC language.

CSC 115 Introduction to Programming Concepts (3).

Introduces students to computer programming by teaching techniques of problem solving. Students will become acquainted with decision constructs, looping structures, and subroutine modules. Students will learn the vocabulary of object-oriented programming.

CSC 116 Introduction to Computer Hardware and Tools (3).

Introduction to microcomputer hardware and operating systems. Students will be required to use application software to research, generate and prepare a semester project.

CSC 121 Introduction to Computer Science and Programming I (4).

Prerequisite: CSC 115 or equivalent and MAT 153 or consent of instructor.

Organization of sequential, digital machine: CPU, I/O, storage, communications devices. Functions of operating systems: translators, editors, peripheral control utilities. The course covers the development, description, and analysis of elementary algorithms. It includes three hours of lecture and two hours of activity per week.

CSC 123 Introduction to Computer Science and Programming II (4).

Prerequisites: CSC 121.

Continuation of CSC 121. Fundamental programming concepts using arrays, records, pointers, linked list, trees and recursion. Good style, documentation and structure will be emphasized. Introduction to analysis of algorithms for efficiency and correctness.

CSC 195 Selected Topics in Computer Science (1-4).

Prerequisite: Consent of Instructor.

Content varies. Topics in computer science not covered by current course offerings.

CSC 221 Assembly Language and Introduction to Computer Organization (3).

Prerequisite: CSC 121.

Programming problems in assembly language. Writing and using macros. Features of modern computer hardware and operating systems.

CSC 251 C Language Programming and UNIX (3).

Prerequisite: CSC 121.

Introduction to programming in the C language and its use in systems programming in the UNIX operating system.

CSC 255 Dynamic Web Programming (3).

Prerequisite: CSC 121 or Consent of Instructor.

The goal of the course is to provide introduction to the design and implementation of dynamic web applications. Topics include origins of Internet, TCP/IP basics, Standard Generalized markup language SGML, XML and XSL languages, client-side and server-side languages: Perl and PHP, interactivity in website design, front-end interface to databases, website access control, confidentiality, integrity, accessibility and their applicability in developing dynamic and distributed client/server web applications.

CSC 295 Selected Topics in Computer Science (1-4).

Prerequisite: Consent of Instructor.

Content varies. Topics in computer science not covered by current course offerings. May be used for elective credit in departmental programs. Subject to approval.

Upper Division

CSC 301 Computers and Society (3).

Prerequisites: CSC 101 or CSC 111 or CSC 115 or CSC 121 or CSC 272 or consent of instructor.

Ethical, legal, psychological, economic, and theoretical implications and limitations of the uses of digital computers. Oral and written presentations required.

CSC 311 Data Structures (3).

Prerequisites: CSC 123 and MAT 281.

More advanced and detailed treatment of concepts of data organization introduced in CSC 123. Includes lists, trees, graphs and storage allocation and collection. Applications to such areas as symbol tables, string search and optimization.

CSC 321 Programming Languages (3).

Prerequisite: CSC 123.

A comparative study of programming languages. Characteristics of languages and formal description of languages. Assignments in several languages.

CSC 331 Computer Organization (3).

Prerequisites: CSC 221 and MAT 281.

Structure of the modern digital computer. Introduction to Boolean algebra and design of digital circuits. Arithmetic, control, storage and input/output systems.

CSC 341 Operating Systems (3).

Prerequisites: CSC 311, CSC 331, and MAT 321.

Overall structure of batch and time-shared operating systems. Scheduling of jobs, CPU and I/O devices. Paged and segmented memory management. I/O programming and file handling. Synchronization of concurrent processes.

CSC 395 Selected Topics in Computer Science (1-4).

Prerequisite: Consent of Instructor and upper division standing in major.

Content varies. Advanced topics in computer science not covered by current course offerings. May be used for elective credit in departmental programs. Subject to approval.

CSC 401 Analysis of Algorithms (3).

Prerequisite: CSC 311.

Mathematical study of non-numeric computer algorithms. Topics include combinatorial techniques, algorithm proof, and program complexity.

CSC 411 Artificial Intelligence (3).

Prerequisites: CSC 311 and CSC 321.

Introduction to the use of computers to simulate intelligent behavior; includes game playing, problem solving, use of natural languages and pattern recognition.

CSC 431 Advanced Computer Organization (3).

Prerequisites: CSC 221, CSC 331, CSC 341, MAT 271, and MAT 281.

Alternate computer architectures and features of large scale systems. Microprogramming, parallel processing, memory organization, input/output systems, interprocessor communications and multiprocessing.

CSC 451 Computer Networks (3).

Prerequisite: CSC 311 and MAT 281.

An introduction to computer networks including both long haul and local area networks. Topics include network topology, network access methodology, transmission media, protocols and applications.

CSC 453 Data Management (3).

Prerequisite: CSC 311.

Fundamental concepts in design, analysis and implementation of computerized database systems. Database models, user and program interfaces and database control.

CSC 455 World Wide Web Design and Management (3).

Prerequisites: CSC 251, CSC 311 and CSC 321.

An introduction to the design, implementation and management of World Wide Web over the Internet and Intranet networks. Topics include Internet overview, web authoring, web programming, server setting and maintenance.

CSC 459 Security Engineering (3).

Prerequisites: CSC 311 or consent of Instructor.

The goal of the course is to provide introduction to the design, implementation and management of systems that remain dependable in the face of malice, error or mischance. Topics include the tools, processes and methods needed to design, implement and test complete systems, and to adapt existing systems as their environment evolves. Specifically it includes cryptography, privacy, hardware tamper-resistance, firewalls, intrusion detection and prevention, and security policies.

CSC 461 Computer Graphics I (3).

Prerequisite: CSC 311.

Fundamental concepts of programming for computer graphics. Graphics devices, languages and algorithms. Substantial graphics programming projects.

CSC 471 Compiler Construction (3).

Prerequisites: CSC 221, CSC 311 and MAT 361.

Introduction to the theory and practice of compiler construction. Overall structure of compilers. Lexical and syntactic analysis, code generation for block structured languages and code optimization.

CSC 481 Software Engineering (3).

Prerequisites: CSC 301, CSC 311 and CSC 321.

Introduction to software engineering, with emphasis on software design and specification. Oral and written presentations required.

CSC 490 Senior Seminar (3).

Prerequisite: CSC 301, CSC 311 and CSC 321.

Intense, structured seminar. Exposure to current areas of research in Computer Science. Students will attend department colloquia; conduct research; present individual and group projects; and, prepare a written proposal for a senior project.

CSC 492 Senior Design (3).

Prerequisites: CSC 301, CSC 321 and CSC 481.

Intensive study under the guidance of a member of the Computer Science faculty which continues and expands the research carried out in Senior Seminar. Students will study system design and total project planning and management. A formal written report and oral presentation are required.

CSC 495 Special Topics (3).

Prerequisite: CSC CORE.

Content varies. Advanced topics in computer science not covered by current course offerings. May be used for elective credit in departmental programs. Subject to approval.

CSC 497 Directed Study in Computer Science (1-3).

Prerequisite: CSC CORE or consent of instructor.

A project in computer science carried out on an independent study basis. Repeatable course.

Graduate

Graduate standing in the Computer Science program is prerequisite to enrollment in graduate (500) level courses.

CSC 500 Research Methods and Graduate Seminar (3).

Prerequisite: Graduate standing and consent of instructor.

Series of lectures given by faculty and visiting computer scientists.

CSC 501 Design and Analysis of Algorithms (3).

Prerequisite: CSC 401.

Methods for the design of efficient algorithms: divide and conquer, greedy method, dynamic programming, backtracking, branch and bound, problem in string matching, polynomials and matrices, graph theory, NP-problems.

CSC 511 Artificial Intelligence and Expert Systems (3).

Prerequisite: CSC 411.

Introduction to in-depth engineering approach to the field of artificial neural networks. Topics include different types of network architectures and applications, and their properties and behavior.

CSC 521 Fundamentals and Concepts of Programming Languages (3).

Prerequisite: CSC 321.

Study of the principles that form the basis of programming language design. Research topics in high-level languages including : data abstraction, parameterization, scoping, generics, exception handling, parallelism and concurrency; alternative language designs; imperative, functional, descriptive, object-oriented and data flow; overview of interface with support environments.

CSC 531 Advanced Computer Architecture (3).

Prerequisite: CSC 331.

Covering new technological developments, including details of multiprocessor systems and specialized machines. The main focus is on the quantitative analysis and cost-performance tradeoffs in instruction-set, pipeline, and memory design. Description of real systems and performance data are also presented. Topics covered: quantitative performance measures, instruction set design, pipeline, vector processing, memory organization, input/output, and an introduction to parallel processing.

CSC 541 Advanced Operating Systems (3).

Prerequisite: CSC 341.

Theoretical and practical aspects of operating systems: overview of system software, time-sharing and multiprogramming operating systems, network operating systems and the Internet, virtual memory management, inter-process communication and synchronization, file organization, and case studies. Giving advanced topics and examples, and simulation techniques used in performance evaluation.

CSC 546 Human Computer Interaction and Interface Design (3).

Prerequisite: CSC 481.

Research-oriented course; in-depth analyses of selected current topics with emphasis on problems related to computer systems, artificial intelligence, and human computer information interaction and interface design.

CSC 551 Data Communications and Computer Networks (3).

Prerequisite: CSC 451.

Topics related to the development of client-server based application, including two-tiers and multi-tiers Client-Server concepts and programming. Concurrency issues in the design of client

and server programs. Trade-off of different architectures and usage of remote procedure calls. Broadcasting and multicasting.

CSC 552 Distributed Computing and Parallel Processing (3).

Prerequisites: CSC 451, CSC 401.

Comprehensive introduction to the field of parallel and distributed computing systems: Algorithms, architectures, networks, systems, theory and applications. The distributed parallel computation models, design and analysis of parallel algorithms will be discussed.

CSC 553 Advanced Database Management Systems (3).

Prerequisite: CSC 453.

Provides an in-depth treatment of one or more advanced topics in the management of information systems. The field of information systems consists of three major components: information systems technology, information systems development and information systems management. Deals with the latter area. Because of the many advances in information technology and the corresponding development techniques, new business opportunities are constantly emerging and with them the need to manage these applications effectively. Explores these new application areas and the management approaches needed to make them successful.

CSC 555 Information Assurance and Network Security (3).

Prerequisites: CSC 451, CSC 401 and/or consent of instructor.

Topics related to communications and IT infrastructures, their vulnerabilities as well as the size and complexity of security threats faced by enterprises, development of security practices, policies, awareness and compliance programs, and legal and regulatory issues will be examined. Fundamental encryption algorithms and systems supported in today's IT and secure communications networks Virtual Private Networks, Tunneling, Secure Socket Layer, SSH, and PGP will also be examined.

CSC 561 Advanced Computer Graphics (3).

Prerequisite: CSC 461.

Solid modeling Euler operators, finite element methods. Rendering: filling, shading, ray tracing. Natural modeling: L-systems, fractals. Image processing: filtering anti-aliasing, enhancement. Color: physics, graphics, physiology.

CSC 564 Numerical Analysis (3).

Prerequisite: MAT 361.

Topics include numerical solution of partial differential equations by finite difference and finite element algorithms. Focus on direct and iterative methods for solving large, sparse linear systems and related eigenvalue and vector problems. Emphasis is placed on robust mathematical software and its interaction with computer hardware and languages.

CSC 565 Theory of Computation (3).

Prerequisites: CSC 401 and MAT 361.

Models of computation, complexity theory, intractable problems, complete problems, recursive function theory, incompleteness, formal theory of program semantics and correctness, logics of programs.

CSC 581 Advanced Software Engineering (3).

Prerequisite: CSC 481.

This course focuses on defining software requirements and provides an overview of advanced analysis and design techniques that can be used to structure applications. Topics of software requirements include interacting with end-users to determine needs and expectations, identifying functional requirements and identifying performance requirements. Analysis techniques include

prototyping, modeling and simulation. Design topics include design in the system lifecycle, hardware vs. software trade-offs, subsystem definition and design, abstraction, information hiding, modularity and reuse.

CSC 582 Object-Oriented Analysis and Design Methodology (3).

Prerequisite: CSC 481.

Object-oriented analysis and design is essential in developing high-quality object-oriented systems. Topics will include object-oriented classes, attributes, methods and relations to other classes, objects, classifications and inheritance, encapsulation, polymorphism, object-oriented analysis, design and programming.

CSC 583 Software Engineering Processes (3).

Prerequisite: CSC 581.

The course focuses on the engineering of complex systems that have a strong software component. Topics include deriving and allocating requirements, system and software architectures, system analysis and design, integration, interface management, configuration management, quality, verification and validation, reliability, and risk.

CSC 584 Software Project Planning and Management (3).

Prerequisite: CSC 581.

The main topics of this course address the successful management of a software development project. This includes planning, scheduling, tracking, cost and size estimating, risk management, quality engineering, and process improvement. The course is centered on the concept of a software engineering process and includes discussion of life cycle models for software development.

CSC 585 Advanced Software Quality Assurance (3).

Prerequisite: CSC 581.

The relationship of software testing to quality is examined with an emphasis on testing techniques and the role of testing in the validation of system requirements. Topics include module and unit testing, integration, code inspection, peer reviews, verification and validation, statistical testing methods, preventing and detecting errors, selecting and implementing project metrics and defining test plans and strategies that map to system requirements. Testing principles, formal models of testing, performance monitoring and measurement also are examined.

CSC 590 Master's Project (3).

Prerequisite: Graduate standing and consent of the graduate adviser.

Offered on the letter-grade basis only. The equivalent of three lecture hours a week.

CSC 594 Independent Study (1-3).

Prerequisites: Graduate standing and consent of instructor.

Individual studies in advanced computer science and technology.

CSC 595 Special Topics in Computer Science (3).

Prerequisite: Graduate standing and consent of instructor.

Exposes students to new and emerging concepts and technologies

CSC 599 Master's Thesis (3-6).

Prerequisite: Graduate standing and consent of the graduate adviser.

Computer research writing of thesis for a master's degree. CR/NC grading.

CSC 600 Graduate Continuation Course (0).

Prerequisite: Signature of graduate program coordinator required.

Graduate students, who have completed their course work but not their thesis, project, or comprehensive examination, or who have other requirements remaining for the completion for their degree, may attain continuous enrollment by enrolling in this course.

Infrequently Offered Courses

The following courses are scheduled on a "demand" basis. Students should consult the department office for information about the next schedule offering.

CSC 337 Microcomputers (3).

Prerequisite: CSC 221, CSC 331, and MAT 281.

The architecture, programming and interfacing of microcomputers. Topics include input/output, instruction sets, subroutines, interrupts and control. In-class use of microcomputer hardware.

Repeatable course. Two hours of lecture and three hours of laboratory per week.

CSC 353 File Processing (3).

Prerequisite: CSC 123 and CSC 251 are required; CSC 311 is recommended.

Characteristics of secondary storage media. Logical vs. physical organization. Sequential, direct, and indexed access methods. Tree structure of indices; hashing.

CSC 361 Systems Programming (3).

Prerequisite: CSC 311, CSC 331, and CSC 341.

Design and construction of systems programs such as assemblers, macro processors and linking loaders. Introduction to software engineering.

CSC 421 Advanced Programming Languages (3).

Prerequisites: CSC CORE.

Continuation of CSC 321. Methods of formal specification of syntax and semantics of programming languages and special purpose language features for such areas as simulation and systems programming.

CSC 441 Advanced Operating Systems (3).

Prerequisite: CSC CORE.

Theoretical study of important topics in operating system design. Substantial individual and group programming projects.

CSC 463 Computer Graphics II (3).

Prerequisite: CSC 461.

Advanced topics in computer graphics. Interactive graphics, animation, color and three dimensional modeling.

COMPUTER TECHNOLOGY
College of Natural and Behavioral and Sciences
Department of Computer Science

Bachelor of Arts

General Track

Homeland Security Track

Professional Track

Minor

Certificate

Faculty

Mohsen Beheshti, Department Chair

Antonia Boadi, Jianchao (Jack) Han, Marek Suchenek, Bin Tang

Emeriti Faculty

William B. Jones, Kazimierz Kowalski

Staff

Ken Leyba, IT Consultant

Department Office: NSM A-132, (310) 243-3398

<http://csc.csudh.edu>

Program Description

Computer Technology forms the technological infrastructure of modern commerce. It's the driving force of every industry and permeates everyday life. The ability to combine the power of computing with the management of multimedia information is arguable the key to obtaining ascendancy in any field.

Computer Technology is an ever-evolving, expanding field. The proposed Computer Technology Program will provide students with the background, knowledge and skills they'll need to adapt to the dynamic nature of the marketplace. Program faculty will consist of traditional academics as well as industry professionals in order to provide curricular content that is on the cutting edge of industry trends.

The BACT degree provides a high quality degree program in computer technology that will prepare students for lifelong learning as they pursue professional careers in computer technology and leadership roles in the society in which they serve. It provides our students with a strong foundational base, state-of-the art techniques, methodologies, and tools to specify, design and develop technology-based solutions to complex system problems. This program prepares our students to communicate well, both orally and in writing, on moral and ethical development, in knowledge of the liberal arts, and on commitment to services to others. CT provides opportunities for students to contribute to the body of knowledge that serves the profession, by engaging in activities which support their interests and are in agreement with the goals and objectives of the College, and the university.

Features

The University's location in the South Bay area of greater Los Angeles provides direct access to many major government contractors, manufacturers, and international centers of commerce and finance. This provides excellent opportunities for work-study and early job placement.

Our highly qualified full-time faculty are supplemented by talented and dedicated part-time faculty drawn from local firms and schools. Good teaching and easy on-campus access to professional quality computing systems enhances a degree program that provides both a solid core curriculum and a broad range of electives.

All courses are offered alternatively day and evening so that students may complete their programs by enrolling at either time exclusively.

Graduation with Honors

An undergraduate student may be a candidate for graduation with Honors in Computer Technology provided he or she meets the following criteria:

1. A minimum of 36 units in residence at CSU Dominguez Hills at least 24 of which taken in Computer Technology major;
2. A minimum GPA of 3.5 in all upper division courses in the Computer Technology major completed in residence at CSUDH;
3. Recommendation by Computer Technology faculty.

Students who achieve Honors in Computer Technology will have the information recorded on their transcripts and diplomas.

Academic Advisement

Faculty guidance in the development of career goals and program planning to achieve those goals is available to all majors.

Preparation

Students entering the computer technology program should have completed high school mathematics through trigonometry. Remediation is available but will delay the student's progress towards a Computer Technology Degree.

This is a program that places a premium on the student's initiative and effort.

Career Possibilities

Bachelor of Arts in Computer Technology is a comprehensive program that will consist of the following tracks: General Track, Homeland Security and Professional. This program is intended to provide students with the technology based skills set required immediately after degree completion to enter the workforce within the following areas related to computer technology: Manufacturing, Repair, trouble shooting, Lab technician, Public Service, Government Agencies, Consultants, Software Version Control, Domain Expert Technician, and other computer/software technology related fields. Feedback from members of our Industry Advisory Board indicate the need for professionals with the balance of practical and theoretical knowledge that extends beyond conventional information technology curricula.

Student Organizations

There are three Student Organizations: Student Chapter of the Association for Computing Machinery (ACM), Student Chapter of Institute of Electrical and Electronics Engineers (IEEE), and Cyber Security. Contact departmental office for membership information, or visit the home page at <http://csc.csudh.edu/>.

Bachelor of Arts in Computer Technology

Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120.

General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

Minor Requirements

Single field major, no minor required.

Major Requirements (62-65 units)

Students entering the Computer Technology program must complete the following.

1. Earn an overall grade point average of 2.0 or better in courses taken outside of the department.
2. Earn a grade of "C" or better in each course taken within the department.
3. Students must take capstone course CTC 492 at CSUDH.

The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

BACT Program (68 units)

A. Core Requirements (34 units)

1. Lower Division (19 units):

CSC 101. Introduction to Computer Education (3)

CSC 111. Introduction to Computer (3)

CSC 116. Introduction to Computer Hardware and Tools (3)

CSC 255. Introduction to Dynamic Web Programming (3)

MAT 131. Elementary Statistics and Probability (3)

MAT 153. College Algebra and Trigonometry (4)

2. Upper Division (15 units):

CSC 301. Computer and Society (3)**

CTC 310. Software Project Management (3)

CTC 316. O/S and Networking Support (3)

CTC 452. Network Security and Hacking prevention (3)

CTC 492. Senior Project (3)

B. Track Requirements (28-31 units)

1. Lower Division (18-21 units)

2. Upper Division (10 units)

C. Free electives (3-6 units)

**NOTE: Major students may substitute this course for General Education Area F2. Please contact the University Advisement Center to request the course substitution.

BACT Program General Track (62 units)

A. Lower Division Requirements (37 units)

CSC 101. Introduction to Computer Education (3)

CSC 111. Introduction to Computer (3)

CSC 116. Introduction to Computer Hardware and Tools (3)

CSC 255. Introduction to Dynamic Web Programming (3)

CSC 115. Introduction to Programming Concepts (3)

CSC 121. Introduction to Computer Science and Programming I (4)*
CTC/CSC Elec. Lower Division Elective (4)
CTC 218. Digital Logic Design (3)
MAT 131. Elementary Statistics and Probability (3)
MAT 153. College Algebra and Trigonometry (4)

B. Upper Division Requirements (25 units)
CSC 301. Computer and Society (3)**
CTC 310. Software Project Management (3)
CTC 316. O/S and Networking Support (3)
CTC 452. Network Security and Hacking Prevention (3)
CTC 492. Senior Project (3)
CTC/CSC Elec. Upper Division Elective (4)
CTC/CSC Elec. Upper Division Elective (3)
CTC/CSC Elec. Upper Division Elective (3)

*NOTE: Major students may substitute this course for General Education Area A2. Please contact the University Advisement Center to request the course substitution.

**NOTE: Major students may substitute this course for General Education Area F2. Please contact the University Advisement Center to request the course substitution.

BACT Program Homeland Security Track (65 units)

A. Lower Division Requirements (40 units):
CSC 101. Introduction to Computer Education (3)
CSC 111. Introduction to Computer (3)
CSC 116. Introduction to Computer Hardware and Tools (3)
CSC 255. Introduction to Dynamic Web Programming (3)
CSC 115. Introduction to Programming Concepts (3)
CSC 121. Introduction to Computer Science and Programming I (4)*
CSC 123. Introduction to Computer Science and Programming II (4)
CSC 221. Assembly Language and Introduction to Computer Organization (3)
CTC 218. Digital Logic Design (3)
CTC 228. Introductions to Operating Systems and Network (4)
MAT 131. Elementary Statistics and Probability (3)
MAT 153. College Algebra and Trigonometry (4)

B. Upper Division Requirements (25 units):
CSC 301. Computer and Society (3)**
CTC 310. Software Project Management (3)
CTC 316. O/S and Networking Support (3)
CTC 328. PC Forensic (4)
CTC 362. Communication Systems Security (3)
CTC 428. OS Security (3)
CTC 452. Network Security and Hacking Prevention (3)
CTC 492. Senior Project (3)

*NOTE: Major students may substitute this course for General Education Area A2. Please contact the University Advisement Center to request the course substitution.

****NOTE:** Major students may substitute this course for General Education Area F2. Please contact the University Advisement Center to request the course substitution

BACT Program Professional Track

A. Core Requirements (34 units)

1. Lower Division (19 units):

CSC 101. Introduction to Computer Education (3)

CSC 111. Introduction to Computer (3)

CSC 116. Introduction to Computer Hardware and Tools (3)

CSC 255. Introduction to Dynamic Web Programming (3)

MAT 131. Elementary Statistics and Probability (3)

MAT 153. College Algebra and Trigonometry (4)

2. Upper Division (15 units):

CSC 301. Computer and Society (3)**

CTC 310. Software Project Management (3)

CTC 316. O/S and Networking Support (3)

CTC 452. Network Security and Hacking prevention (3)

CTC 492. Senior Project (3)

B. Professional Track Requirements

1. Specific Domain:

a. Associate Degree, or

b. Minor in another program, or

c. Concentration courses- with the consultation of computer science department

****NOTE:** Major students may substitute this course for General Education Area F2. Please contact the University Advisement Center to request the course substitution.

Minor in Computer Technology (21 units)

A. Lower Division Requirements (9 units)

CSC 111. Introduction to Computers and Basic Programming (3)

CSC 116. Introduction to Computer Hardware and Tools (3)

CSC 255. Dynamic Web Programming (3)

B. Upper Division Requirements (12 units)

1. Required Courses (6 units):

CSC 301. Computers and Society (3)

CTC 310. Software Project Management (3)

2. Select two courses from the following (6 units):

CTC 316. O/S and Networking Support (3)

CTC 328. PC Forensic (3)

CTC 362. Communication Systems Security (3)

CTC 428. OS Security (3)

CTC 452. Network Security and Hacking Prevention (3)

Certificate in Computer Technology (15 units)

1. Computer Basics (3 units)

CSC 101. Introduction to Computer Education (3)

2. Programming (3 units) – select one course

CSC 111. Introduction to Computers and Basic Programming (3)

CSC 115. Introduction to Programming Concepts (3)

3. Basic Hardware (3 units)

CSC 116. Introduction to Computer Hardware and Tools (3)

4. Web Design and Security (3 units)

CSC 255. Dynamic Web Programming (3)

5. Computer Ethics (3)

CSC 301. Computers and Society (3)

Course Offerings

Course syllabi and outlines may be found on departmental Web home pages at <http://csc/csudh.edu>.

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

If prerequisites are required, then they need to be passed with a grade of "C" or better.

Lower Division

CTC 218 Digital Logic Design (3).

This course provides students with a basic understanding of digital device and circuit fundamentals. The students should be able to analyze and design both combinational and sequential circuits after completing this course.

CTC 228 Introductions to Operating Systems and Network (4).

Prerequisite: CSC 116.

This course acquaints students with basic networking concepts such as TCP/IP, local/wide area networking as well as emerging industry topics such as Radio Frequency Identification (RFID), Global Information Systems (GIS), Networked Attached Storage (NAS), and WiMAX.

Upper Division

CTC 305 Introduction to Game and Mobile Programming (3).

This course teaches students through lectures, discussions, demonstrations, and classroom labs. Students learn the knowledge, skills, and abilities necessary to create games in the C# programming language using the Microsoft XNA framework and Silver light.

CTC 310 Software Project Management (3).

Prerequisite: CSC 301.

This course will focus on the critical aspects of project management, including software project management concepts and case studies, and discuss software project management roadmap, and especially address linear, incremental, iterative, adaptive, and extreme effective software project management.

CTC 316 O/S and Networking Support (3).

Prerequisite: CSC 116.

This course provides an introduction to O/S and networking Support. Topics include user engineering, risk management, mission assurance, software process management, enterprise management tools and processes, disaster recovery, business continuity and information life cycle management.

CTC 328 PC Forensic (4).

Prerequisites: CSC 116 or Consent of Instructor.

This course presents methods to properly conduct a computer forensics investigation, beginning with a discussion of ethics while mapping to the objectives of the international Association of Computer Investigative Specialists (IACIS) certification.

CTC 362 Communication Systems Security (3).

Prerequisite: CSC 116.

This course provides the foundation for understanding the key issues associated with protecting information assets, determining the levels of protection and response to security incidents, and designing a consistent, reasonable information security system, with appropriate intrusion detection and reporting features.

CTC 395 Selected Topics in Computer Technology (3).

Prerequisite: Consent of Instructor.

Content varies. New topics in computer technology not covered by current course offerings. May be used for elective credit in departmental programs. Subject to approval.

CTC 399 IT Practicum (3).

Prerequisite: Consent of Instructor.

This technology internship program allows students to gain "hands on" experience in a technology environment by spending one semester as an intern in the Information Technology Services at CSUDH. The Internship program provides students with the opportunity to gain technical experience related to their studies, and to become prepared for future career opportunities.

CTC 428 OS Security (3).

Prerequisite: CSC 116.

This course takes an in depth look at operating system security concepts and techniques. It examines theoretical concepts that make the world of security unique. Also, this course will adopt a practical hands-on approach when examining operating system security techniques.

CTC 452 Network Security and Hacking Prevention (3).

Prerequisite: CTC 428.

This course takes an in depth look at network defense concepts and techniques. It examines theoretical concepts that make the world of networking unique. This course also adopts practical hands-on approaches when examining network defense techniques and different network defense strategies.

CTC 492 Senior Project (3).

Prerequisites: CTC 428 and Senior Standing or Consent of Instructor.

Intensive study under the guidance of a member of the Computer Science Department to complete a project from start to end. Students will study system design and total project planning and management. A formal written report and oral presentation will be required.

CTC 495 Selected Topics in Computer Technology (3).

Prerequisite: Consent of Instructor.

Content varies. Advanced topics in computer technology not covered by current course offerings. May be used for elective credit in departmental programs. Subject to approval.

COUNSELING

College of Education

Division of Graduate Education

Master of Science- Counseling

School Counseling Option

College Counseling Option

Credentials

Pupil Personnel Services

School Counseling

School Counseling with Child Welfare and Attendance

Certificates

College Counseling

Faculty

Anthony Normore, Department Chair

Ann Chlebicki, Max Contreras, Farah Fisher, Leena Furtado, Antonia Issa-Lahera, Adriean Mancillas, Alice Terry Richardson

Department Office: COE 1410, (310) 243-3524

Emeriti Faculty

Edith Buchanan, Muriel P. Carrison, James L. Cooper, Peter Desberg, Hymen C. Goldman, Deanna S. Hanson, Marjorie Holden, Judith Jackson, Rita Lee, Suzanne Medina, Sean R. Morgan, James C. Parker (in memoriam), Karlton Skinrud, Judson H. Taylor, George Walker

Master of Science in Counseling (48-51 units)

The Master of Science in Counseling program prepares students for careers in a variety of educational counseling settings. Students can choose to specialize in School (pK-12) or College specializations, and are able to concurrently pursue a Certificate in College Counseling and the Pupil Personnel Services (PPS) credential, which is required to function as a School Counselor in the public schools.

The program is designed to provide students with a broad conceptual knowledge base and the development of specific counseling skills applicable to a diversity of populations and counseling needs. The program stresses the importance of self-awareness, reflective examination, and interpersonal and professional growth in order to provide a comprehensive preparation in educational counseling.

Admission Requirements

Admission Procedures and Requirements for the MS Degree and PPS Credential

All applicants will be applying for the Master's degree (unless they already hold a Master's degree in Counseling, Psychology, Social Work, or Education and do not wish to pursue a second Master's). Applicants also applying to the PPS credential in School Counseling must

have proof of CBEST. Admission to the program does not automatically guarantee completion of the degree program, fieldwork, credential, or certificate if there are any interpersonal, intrapersonal, or psychological difficulties that might inhibit the effectiveness of the candidate's role as a counselor.

A. Submission of university application and supporting documents

B. Application to the Program

The following items are required to be filed in the College of Education Student Services Center before the applicant will be reviewed for program admission.

1. Program application
2. Official set of transcripts showing BA degree (from a regionally accredited college or university) and any post-baccalaureate or graduate work.
3. A minimum grade point average of 3.0 or better in all undergraduate and if applicable, graduate coursework (or a minimum combined score of 300 on the Graduate Record Examination (GRE) (Revised) Verbal and Quantitative Tests.
4. Three professional recommendations from individuals who can evaluate the applicant's potential as a counselor.
5. Statement of Purpose (3-5 page minimum).
6. Small group interview.
7. A valid certificate of clearance or teaching credential.
8. For PPS credential applicants, passage of the CBEST must be included.

Conditionally Classified and Classified Standing

Students who satisfy the above requirements of program admission will be admitted as Conditionally Classified. Upon successful completion of PPS 525 Group Dynamics for Personal Growth and the Graduate Writing Competency requirement, students will qualify for Classified Status in the program. Candidates who fail to demonstrate appropriate professional dispositions at any time are subject to disqualification from the program. Should the candidate wish to continue in the program, the program faculty will require the fulfillment of a remediation plan before the candidate can reapply. After one year from the time of not passing a course or from being disqualified based on dispositional concerns, the candidate may reapply to the program if he or she has satisfactorily completed the remediation plan.

Degree Requirements

School Counseling Option (48-51 units)

A. Required Courses

Initial Course (3 units):

PPS 525. Group Dynamics for Personal Growth (3)

Foundations (27 units):

SPE 480. Educating Exceptional Children and Youth (3)

GED 500. Research Methods in Education (3)

GED 501. Seminar in Learning and Development (3)

PPS 505. Human Diversity (3)

PPS 508. Law and Ethics in Educational Counseling (3)

PPS 512. Consultation and Collaboration in Multicultural Settings (3)

PPS 515. Counseling Theories (3)

PPS 520. Principles of Education and Psychological Assessment (3)

PPS 535. Seminar in Career and Academic Counseling (3)

Advanced Counseling (15 units):

PPS 530. Seminar in Techniques of Individual Counseling (3)

PPS 540. Seminar in Techniques of Group Counseling (3)

PPS 545. Counseling Children, Youth and Families (3)

PPS 550. Crisis Intervention in Educational Settings (3)

PPS 554. School Counseling Practicum (3)

Capstone Requirement (3-6 units)

PPS 560. MS Capstone Requirement: Comprehensive Exam (3) or

GED 599. Thesis (6)

College Counseling Option (48-51 units)**A. Required Courses****Initial Course (3 units):**

PPS 525. Group Dynamics for Personal Growth (3)

Foundations (27 units):

SPE 480. Educating Exceptional Children and Youth (3)

GED 500. Research Methods in Education (3)

GED 501. Seminar in Learning and Development (3)

PPS 505. Human Diversity (3)

PPS 508. Law and Ethics in Educational Counseling (3)

PPS 515. Counseling Theories (3)

PPS 520. Principles of Education and Psychological Assessment (3)

PPS 535. Seminar in Career and Academic Counseling (3)

PPS 536. Foundations in College Counseling (3)

Advanced Counseling (15 units):

PPS 530. Seminar in Techniques of Individual Counseling (3)

PPS 537. College Counseling Practicum (3)

PPS 538. Fieldwork in College Counseling (3)

PPS 540. Seminar in Techniques of Group Counseling (3)

PPS 550. Crisis Intervention in Educational Settings (3)

Capstone Requirement (3-6 units)

PPS 560. MS Capstone Requirement: Comprehensive Exam (3) or

GED 599. Thesis (6)

B. Additional Degree and Credential Requirements

1. The Master of Science degrees in Counseling and the PPS credential programs require completion of all courses with a "B" or higher.
2. The Graduate Writing Competency must be met by all MS degree students within the first year of the program.
3. Students must maintain continuous enrollment in the university by enrolling in a program course or GED 600 every semester.
4. The Culminating Experience/Capstone Requirement includes a choice between the comprehensive written examination (within PPS 560) or the completion of a thesis. Students choosing to complete the thesis will need to seek advisement with the program chair prior to beginning a thesis project.

5. Students must complete all of the requirements for the degree and credential within seven years.
6. Candidates must adhere to all ethical and professional standards required of the university, professional organizations, and/or accrediting affiliations associated with the degree. Candidates must, at all times, demonstrate high quality interpersonal skills with faculty, staff, fellow students, and others in their field experiences. If candidates fail to meet this requirement, they are subject to disqualification from the program.
7. In addition to the major requirements, students must meet all university requirements for the Master's degree indicated in the section of the catalog entitled "Graduate Degrees and Postbaccalaureate Studies."

**Pupil Personnel Services Credential in School Counseling (51 units)
with optional Child Welfare and Attendance Authorization (60 units)**

The PPS Credential program in School Counseling prepares candidates with the knowledge and skills to promote the academic, social-emotional, and career development of multi-cultural and linguistically diverse pupils in public elementary, middle, and high schools. The program is accredited by the California Commission on Teacher Credentialing (CTCC) to offer both the PPS credential and the Child Welfare and Attendance (CWA) authorization. The optional CWA specialization authorizes counseling services specifically related to student attendance and truancy prevention and remediation.

Additional Requirements for the PPS Credential in School Counseling (51 units)

- A. Completion of degree requirements and required courses for the MS Counseling, School Counseling option with a "B" or higher.
- B. Passage of the CBEST.
- C. Additional 6 units of fieldwork:
PPS 575. Fieldwork in School Counseling (6)

Additional Requirements for the Child Welfare and Attendance Authorization (60 units)

- A. Completion of degree requirements and required courses for the MS Counseling, School Counseling option with a "B" or higher.
- B. Completion of the PPS credential.
- C. Additional 9 units of the following CWA coursework:
PPS 557. Child Welfare and Attendance (3)
PPS 558. School Attendance Improvement and Truancy Remediation: Prevention and Intervention (3)
PPS 555. Child Welfare and Attendance Fieldwork (3)

College Counseling Certificate (18 units)

The Certificate in College Counseling consists of six courses that focus on counseling within community colleges and universities, including 300 hours of field based counseling work. The Certificate is primarily designed for School Counseling program students who also wish to obtain experience in College Counseling.

Required Courses

- PPS 530. Seminar in Techniques of Individual counseling (3)

- PPS 535. Seminar in Career and Academic Counseling (3)
PPS 536. Foundations of College Counseling (3)
PPS 537. College Counseling Practicum (3)
PPS 538. Fieldwork in College Counseling (3)
PPS 550. Crisis Intervention in Educational Settings (3)

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

Pupil Personnel Services

Graduate

Graduate standing or consent of the graduate program coordinator is prerequisite to enrollment in graduate (500 level) courses.

PPS 505 Human Diversity (3).

Prerequisite: GED 500, GED 501 and PPS 525.

Examines issues regarding psychosocial reactions to variations in individuals of different life styles toward an understanding and respect for diversity. A critical look at stereotyping and social issues; the nature of prejudice; necessity for advocacy; implications for counselors.

PPS 508 Law and Ethics in Educational Counseling (3)

Examines ethical, legal and professional issues in educational counseling, as well as implications for minority group and cross-cultural counseling.

PPS 512 Consultation and Collaboration in Multicultural Settings (3).

Prerequisite: GED 500, GED 501 and PPS 525.

Prepares counseling students to apply knowledge of theories, models, and processes of consultation, and understand the difference between consultation and collaboration. Skill development in communication, interpersonal, and problem-solving abilities while working with teachers, administrators, families, and other community professionals.

PPS 515 Counseling Theories (3).

Major counseling theories examined and the competencies of each developed for use in helping relations. Emphasis on application in educational and public settings.

PPS 520 Principles of Educational and Psychological Assessment (3).

Examines individual and group standardized tests. Course includes an examination of test theory, test bias, techniques and theories for understanding affective, cognitive, and behavioral characteristics of students. Three hours of seminar per week.

PPS 525 Group Dynamics for Personal Growth (3).

Provides a personal growth experience for students based on readings and group participation. The experiential aspects of the course will provide the basis for an analysis of group dynamics and application of techniques for understanding self and others, as well as developing good interpersonal skills. CR/NC grading. Non-Repeatable.

PPS 530 Seminar in Techniques of Individual Counseling (3).

Prerequisite: PPS 515.

An advanced course in counseling techniques appropriate for use in educational and community settings. Students will practice various counseling techniques used to establish a positive relationship with clients and assist them in making desired life changes. Three hours of seminar per week.

PPS 535 Seminar in Career and Academic Counseling (3).

Provides knowledge and skill in career and academic counseling, with emphasis on the roles of the high school and college counselor in student advisement. Includes overview of college admissions advisement, transfer requirements, computer applications for academic and vocational information, and career theories and assessments.

PPS 536 Foundations of College Counseling (3)

Prerequisite: PPS 525

Examines the role of the college counselor within higher education and provides a conceptual and historical overview of student development, including student affairs, student services, and special populations.

PPS 537 College Counseling Practicum (3)

Prerequisite: PPS 525. Recommended corequisites: PPS 535 and PPS 536

Supervised practice in the varying functions of college counseling, including field based experiences providing academic, personal/social, and career counseling on a college campus. CR/NC grading.

PPS 538 Fieldwork in College Counseling (3)

Prerequisites: PPS 525, PPS 530, PPS 535, PPS 536, PPS 537

Advanced field experience directly related to the functions and responsibilities of college counselors. Experience in a minimum of two different settings within a college campus is required. CR/NC grading.

PPS 540 Seminar in Techniques of Group Counseling (3).

Prerequisites: PPS 515 and PPS 530.

An advanced course in group counseling techniques appropriate for use in educational and community settings. Developmental issues as they relate to counseling. Approaches for remedial and preventive counseling. Three hours of seminar per week.

PPS 545 Counseling Children, Youth and Families (3).

Prerequisites: GED 500, GED 501 and PPS 525.

Advanced techniques appropriate for counseling children youth and families. Exploration of developmental and socio-cultural issues. Prepares counselors for an eclectic approach to assisting children, youth and families in problem-solving.

PPS 550 Crisis Intervention in Educational Settings (3)

Prerequisites: GED 500, GED 501, and PPS 525.

Intensive training in prevention/intervention strategies for educational and community settings with an emphasis on reducing risks associated with violence and crisis.

PPS 554 School Counseling Practicum (3).

Prerequisites: GED 500, GED 501 and PPS 525.

Supervised practice using individual and group counseling interventions for academic, social, emotional, and behavioral problems of children and youth. Candidates participate as leaders of simulated student study teams. CR/NC grading. Three hours of seminar per week.

PPS 555 Child Welfare and Attendance Fieldwork (3)

Corequisites: PPS 557 and PPS 558.

Field experience directly related to the functions and responsibilities of Child Welfare and Attendance counselors. Students will work with pupils to apply and implement school attendance improvement strategies and truancy intervention measures and procedures.

PPS 556 Functional Analysis and Behavior Change (3).

Prerequisites: PPS 512 and PPS 564.

In this advanced course, candidates apply behavioral theory in the analysis of the antecedents, consequences, and functions of serious behavior problems from an ecological perspective. Procedures for designing, implementing and evaluating the effectiveness of academic and/or behavioral accommodations or intervention programs are an emphasis in this course, as are the creation of positive interventions, and the teaching of replacement behaviors based on legal mandates.

PPS 557 Child Welfare and Attendance (3).

Prerequisites: PPS 505, PPS 550, and PPS 554.

Provides knowledge and skill in program leadership and management, collaboration and partnerships, assessment and evaluation of barriers to student learning and monitoring Average Daily Attendance, utilizing legal and procedural strategies associated with building maximum levels of school attendance. CR/NC grading.

PPS 558 School Attendance Improvement and Truancy Remediation: Prevention and Intervention (3).

Prerequisite: PPS 557 is recommended.

Corequisite: PPS 557. Students can either take PPS 557 before or concurrently.

Provides knowledge and skill in providing programs and services to remove barriers to learning and improve pupil attendance. Field experience directly related to the functions and responsibilities of Child Welfare and Attendance counselors is required. CR/NC grading.

PPS 560 MS Capstone Requirement (3)

Prerequisite: Consent of instructor.

An advanced course providing a comprehensive and critical examination of applied counseling content and skills. Students will be required to demonstrate competency through oral and written capstone examinations for fulfillment of the degree.

PPS 575 Fieldwork in School Counseling (6)

Prerequisite: Consent of instructor.

Field experience directly related to functions and responsibilities of certificated school counselors. Experience in two different settings, including a cross-cultural experience, is required. CR/NC grading. Repeatable course.

CRIMINAL JUSTICE ADMINISTRATION
College of Business Administration and Public Policy
Department of Public Administration and Public Policy

Bachelor of Science

Minor

Faculty

Elena Kulikov, Department Chair

Shari Berkowitz, Theodore P. Byrne, Elena Kulikov, Gus Martin, Marie Palladini, Jennifer Sumner

Department Office: SBS D-321, (310) 243-3444

Advising Office: SBS A-317, (310) 243-3448, 3045

Emeriti Faculty

Mary Auth, Iris Baxter, Justine Bell, Gary Colboth, David J. Karber

Features

The Bachelor of Science in Criminal Justice Administration is designed to provide professional preparation for private, public and non-profit sector professionals in the fields of national and local law enforcement, law, corrections, juvenile justice, homeland security and intelligence analysis. The degree program requires: 1) completion of two lower division required courses common to all students in the Department of Public Administration & Public Policy; 2) completion of a set of upper division core courses common to all Criminal Justice Administration students; and 3) four elective courses. The Bachelor of Science in Criminal Justice Administration Degree is a single-field major, which means that students are not required to complete a minor for graduation.

The Minor in Criminal Justice Administration is designed to provide a basic foundation in Criminal Justice Administration. The minor is especially appropriate for students who major in the Social and Behavioral Sciences. It is an attractive option for students with majors in fields that lead to employment in law enforcement, law, corrections, juvenile justice, homeland security and intelligence analysis.

Academic and Professional Advisement

Candidates for the Bachelor of Science (BS) degree receive academic advisement for designing and completing their program of study. Specialized professional advisement can be obtained from members of the Public Administration and Public Policy faculty. Undergraduate students seeking professional advisement should contact department faculty, who are available to discuss career options and current policy issues in professions within the area of Public Administration and Public Policy.

Preparation

Undergraduate

High school students should take college preparatory courses in the social and natural sciences, English and mathematics.

Students taking their first two years of study at a community college are advised to complete lower division general education requirements.

Career Possibilities

The job opportunities for students in criminal justice administration are as diverse as the range of services provided by governments in the United States.

In addition, the program provides employment preparation for: nonprofit organizations and some private sector firms. The degree also provides a strong base for those pursuing a career in law.

Graduation with Honors

A student may be a candidate for graduation with Honors in Public Administration by meeting the following criteria:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum grade point average of 3.5 in all courses used to satisfy the upper division requirements in the major;
3. Recommendation by the Public Administration faculty.

Bachelor of Science in Criminal Justice Administration

Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120.

General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

Minor Requirements

Single field major, no minor required.

Major Requirements (51 units)

A. Lower Division Required Courses (6 units):

CIS 270. Information Systems and Technology Fundamentals (3)

MAT 105. Finite Mathematics (3) or

MAT 131. Elementary Statistics and Probability

B. Upper Division Required Courses (33 units):

ENG 352. Writing and Speaking Skills for Management (3) or

BUS 300. Administrative Communication (3)

CJA 340. Criminal Justice and the Community (3)

CJA 341. Statistics in Criminal Justice Administration (3)

CJA 342. Legal Foundations of Justice Administration (3)

CJA 423. Administrative Law (3)

CJA 443. Criminal Law and Justice Administration (3)

CJA 444. Juvenile Justice Process (3)

CJA 445. Policing and the Administration of Justice (3)

CJA 446. Terrorism and Extremism (3)

PUB 300. Foundations of Public Administration (3)

CJA 496. Intern. Practicum (3)*

* Taken after completion of four (4) core courses.

C. Electives (12 Units): Select a total of four courses from the following choices:

- NCR 541. Restorative Justice (3)*
- PUB 303. Public Personnel Administration (3)
- PUB 494. Independent Study (1-3)**
- POL 366. Criminal Law and Procedures (3)
- SOC 362. Gangs and Adolescent Subcultures (3)
- SOC 364. Corrections (3)
- SOC 365. Deviant Behavior (3)
- SOC 368. Criminology (3)
- SOC 369. Juvenile Delinquency (3)
- QMS 429. Service Operations Management (3)

* Open to seniors only.

** May be taken after completion of four (4) core courses.

Minor in Criminal Justice Administration (15 units)

A. Required Courses (6 units):

- CJA 340. Criminal Justice and the Community (3)
- CJA 342. Legal Foundations of Justice Administration (3)

B. Electives (9 units): Students must complete three additional courses in Criminal Justice Administration, to be chosen from the following courses with the assistance of an advisor.

- CJA 341. Statistics for Criminal Justice Administration (3)
- CJA 423. Administrative Law (3)
- CJA 443. Criminal Law and Justice Administration (3)
- CJA 444. Juvenile Justice Process (3)
- CJA 445. Policing and the Administration of Justice (3)
- CJA 446. Terrorism and Extremism (3)
- NCR 541. Restorative Justice (3)*

* Open to seniors only

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

Upper Division

CJA 340 Criminal Justice and the Community (3).

Political, cultural, and social environment of criminal justice administration; police community relations; accountability of criminal justice agencies to the political and legal order.

CJA 341 Statistics in Criminal Justice Administration (3).

Prerequisites: MAT 105 or MAT 131.

Explores statistical procedures used for the analysis of data by criminal justice professionals. Instruction on the most commonly used applications of statistical analysis in the administration of justice, including review of mathematics and statistical functions and the use of statistics by criminal justice decision makers. An introduction to computer applications will also be provided.

CJA 342 Legal Foundations of Justice Administration (3).

Local, state, and federal judicial systems; constitutional, judicial and legislative influences on the administration of justice.

CJA 423 Administrative Law (3).

Role and nature of administrative law, procedural requirements and judicial review of administrative actions, safeguards against arbitrary action, delegation of legislative power, legal principles and trends in the development of public administration.

CJA 443 Criminal Law and Justice Administration (3).

Examination of the law of criminal culpability, parties to crime, defenses, and sentencing issues. Critical analysis of types of crime, elements of specific crimes, theories of criminal law, and issues pertaining to its application by the criminal justice system.

CJA 444 Juvenile Justice Process (3).

Examination of the administration of juvenile justice, including juvenile justice policies and procedures, and components of the juvenile justice system. Critical analysis of the theory and dynamics of how the juvenile justice system responds to juvenile issues, including delinquent behavior.

CJA 445 Policing and the Administration of Justice (3).

Examination of policing in the United States. Critical analysis of theories of policing, police administration, and police obligations and responsibilities under the law. Analysis of historical and contemporary approaches to police-community relations.

CJA 446 Terrorism and Extremism (3).

Examination of contemporary terrorism and extremism. Critical analysis of terrorist behavior, typologies of terrorism, and extremism as a foundation for terrorist behavior. Analysis of the role of law enforcement and other public administrative agencies.

CJA 495 Special Topics in Criminal Justice Administration (3).

Prerequisite: Consent of instructor.

An intensive study of an issue, concept or technique that is related to criminal justice administration. Repeatable course.

CJA 496 Internship Practicum (3).

Prerequisite: Consent of department chair.

Supervised internship in a public, non-profit, or law enforcement agency. A written project related to the internship experience is required. CR/NC.

Graduate

CJA 523 Administrative Law (3).

This course shall define the scope and boundaries of administrative law as well as introduce students to major constitutional issues underlying administrative law bodies at the federal, state, and local levels of government.

CJA 540 Advanced Criminal Justice Issues (3).

This course will introduce students to advance issues relating to the administration of justice from the perspective of the American criminal justice system. Emphasis will be placed on policy concerns, crime and its causes, the structure of the criminal justice system, and criminal justice procedures. Special issues in criminal justice will also be reviewed.

CJA 545 Policing and the Administration of Justice (3).

This course examines policing and law enforcement in the United States. Emphasis will be placed on critically analyzing the theories of policing, police administration, as well as police obligations and their responsibility under law.

CJA 546 Terrorism and Extremism (3).

This course will introduce students to the phenomena of contemporary terrorism and extremism. Emphasis will be placed on extremism as a foundation for terrorist behavior, types of terrorism, and how government and law enforcement agencies respond to terrorism.

CJA 595 Special Topics in Criminal Justice Administration (3).

Prerequisite: Graduate standing.

Intensive study of a specialized area or contemporary issues in Criminal Justice Administration (e.g. Homeland Security, Emergency Management, CJA Debates). Three hours of seminar per week. Repeatable course.

CJA 596 Internship Practicum (3).

Prerequisite: consent of MPA Program Coordinator or Department Chair.

Supervised internship working with a co-operating government or nonprofit agency in a function germane to criminal justice administration. Sessions are held to discuss and analyze the problems with which interns are concerned. A written project related to the internship is required. 300 hours are required. CR/NC grading.

DANCE

College of Arts and Humanities

Division of Performing, Visual, and Digital Media Arts

Department of Theatre and Dance

BA Theatre Arts

Dance Option

(See Theatre Arts section in University Catalog for the Dance Option Program Description)

Minor

Faculty

Doris Ressler, Chair, Department of Theatre and Dance

Office: LCH A-343, (310) 243-3732

Program Office: LCH A-109 (310) 243-3588

Emeritus Faculty

Carol A. Tubbs

Program Description

The Dance Option and Dance Minor offers each student the opportunity to develop creative and technical skills to become leaders in the field of dance as dancers, choreographers, and teachers in studios, private, and public schools. The Dance Program is multicultural and multi-ethnic by nature and offers a wide range of dance styles and techniques to explore. Students are encouraged to create, produce, and assess their work in relation to the broad knowledge of dance history and its traditions.

CSUDH Dance Faculty are professional dancers, choreographers, and teachers who offer classes in Ballet, Modern, Jazz, Tap, Hip-Hop, Middle Eastern, African Dance and more. Students will have the opportunity to participate in master dance classes by nationally known artists and attend the American College Dance Festival. Classes in Choreography, Dance Production, Dance History, Dance Perceptions, and Dance for Children round out the Dance Program to offer professional experiences to all.

Features

Two large dance studios are available to students. Both studios are equipped with sprung floors, mirrored walls and the main studio has ballet barres, a grand piano, and audiovisual systems. Ballet and modern classes have live music accompaniment. Ample locker and shower facilities are also available. Dance students have unique opportunities to perform in a fully equipped, modern university theatre. Two dance concerts are held each year, one in each semester. There are also opportunities to perform at various campus events held throughout the year. The dance program is a member of the American College Dance Association. Students have the opportunity to participate in the ACDA annual conference and adjudication concerts in the Baja Region.

Academic Advisement

We request that students meet with their respective advisors for consultation. To obtain an advisor, students should contact Doris Ressler to schedule a first meeting. Educational goals and previous dance experience will be discussed during the first advisement meeting. Based on this discussion, the progression of the student's major or minor requirements will be planned. Career

opportunities will also be discussed. Student should bring a copy of his/her transcripts if transferring from a community or 4 year college.

Preparation

In the Dance Option and Dance Minor, it is strongly suggested that students pursuing a career in dance study ballet, modern and jazz dance techniques. Also, students should take advantage of all available choreography and performance opportunities and view as many dance performances as possible. In addition to high school graduation requirements, the student should study art, music, acting, literature, philosophy, and kinesiology. While attending community college, students should seek choreographic and performance experience in theatre presentations and attend as many dance performances as possible. Most dance technique courses taken at community colleges in ballet, modern, jazz, tap, and other selected dance styles will transfer to satisfy the lower division requirements for the Dance Option major and Dance minor.

Career Possibilities

The purpose of the Dance Option is to provide students with a broad-based foundation in dance and to prepare them for auditioning for and performing in dance companies, teaching opportunities in public schools, private dance studios, fitness programs, theatre, television, industrial shows, and working in "the business." The Dance Minor is designed for students who desire to become a performer, choreographer, or teacher.

Student Organizations

Mosaic Dance is open to all students interested in dance. The dance company works to expand the breadth of the dance program by sponsoring master dance classes and performances.

American College Dance Association Conference (ACDA) - Interested dance students have opportunities to attend the annual conference and participate in the adjudication concerts. Students will meet students from college dance programs in and out of the Baja Region, take master dance classes, perform in adjudication concerts, receive feedback, and experience dance from other undergraduate and graduate academic institutions.

Minor in Dance (23-24 units)

A. Lower Division Requirements (11-12 units)

1. Required Courses (10 units):

DAN 200. Jazz I (2)

DAN 210. Ballet I (2)

DAN 215. Ballet II (2)

DAN 220. Modern Dance I (2)

DAN 225. Modern Dance II (2)

2. Select one course from the following (1-2 units):

DAN 110. Dance of World Cultures (1)

DAN 120. Tap Dance (1)

DAN 205. Jazz II (2)

B. Upper Division Requirements (12 units)

1. Required Courses (10 units):

DAN 330. Beginning Choreography I (2)

DAN 335. Beginning Choreography II (2)

DAN 340. Dance Production (1)

DAN 345. Music for Dance (2)

DAN 355. History of Dance (3)

2. Select one course from the following (2 units):

DAN 310. Ballet III (2)

DAN 320. Modern Dance III (2)

Technique Advancement

Students may advance to a higher level in a dance technique requirement if they receive prior permission from the Dance Coordinator.

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

Lower Division

DAN 110 Dance of World Cultures (1).

Introduction to a variety of ethnic and social dance forms; and appreciation of their historical and cultural origins. Repeatable for credit. Two hours of activity per week.

DAN 120 Tap Dance (1).

Development of proficiency in performing elementary tap technique with emphasis on skills, steps, combinations and terminology. Appreciation of the origin and evolution of tap dance. Repeatable for credit. Two hours of activity per week.

DAN 130 Dance Perceptions (3).

Introduction to dance in America through viewing of dance films, videotapes and live performances. Applications of aesthetic perception and criticism skills to determine artistic value of ballet, modern, jazz and tap dance performances. Three hours of lecture viewing per week.

DAN 200 Jazz I (2).

Development of proficiency in performing beginning jazz dance technique. Emphasis on theory, terminology, steps and combinations in a variety of jazz styles. Appreciation of origin and evolution of jazz. Repeatable for credit. Four hours of activity per week.

DAN 205 Jazz II (2).

Prerequisite: DAN 200 or consent of instructor.

Continuing development of proficiency in performing beginning jazz dance technique. Emphasis on theory, terminology, steps and combinations in a variety of jazz styles. Appreciation of origin and evolution of jazz. Repeatable for credit. Four hours of activity per week.

DAN 210 Ballet I (2).

Development of proficiency in performing elementary ballet technique. Emphasis on basic theory, positions, steps, combinations and French terminology. Appreciation of ballet as an art form. Repeatable for credit. Four hours of activity per week.

DAN 215 Ballet II (2).

Prerequisite: DAN 210 or consent of instructor.

Continuing development of proficiency in performing elementary ballet technique. Emphasis on basic theory, positions, steps, combinations and French terminology. Appreciation of ballet as an art form. Repeatable for credit. Four hours of activity per week.

DAN 220 Modern Dance I (2).

Development of proficiency in performing beginning modern dance technique. Emphasis on basic technical development, movement theories, movement phrasing and terminology.

Appreciation of basic movement discoveries of early pioneers in modern dance, and of modern dance as an art form. Repeatable for credit. Four hours of activity per week.

DAN 225 Modern Dance II (2).

Prerequisite: DAN 220 or consent of instructor.

Continuing development of proficiency in performing beginning modern dance technique. Emphasis on basic technical development, movement theories, movement phrasing and terminology. Appreciation of basic movement discoveries of early pioneers in modern dance, and of modern dance as an art form. Repeatable for credit. Four hours of activity per week.

Upper Division

DAN 300 Jazz III (2).

Prerequisite: DAN 205 or consent of instructor.

Development of proficiency in performing intermediate jazz dance technique. Emphasis on theory, terminology, steps and combinations in a variety of jazz styles. Appreciation of the origin and evolution of jazz. Repeatable for credit. Four hours of activity per week.

DAN 305 Jazz IV (2).

Prerequisite: DAN 300 or consent of instructor.

Continuing development of proficiency in performing intermediate jazz dance technique. Emphasis on theory, terminology, steps and combinations in a variety of jazz styles. Appreciation of the origin and evolution of jazz. Repeatable for credit. Four hours of activity per week.

DAN 310 Ballet III (2).

Prerequisite: DAN 215 or consent of instructor.

Development of proficiency in performing intermediate ballet technique. Emphasis on theory, positions, steps, combinations and French terminology. Appreciation of ballet as an art form. Repeatable for credit. Four hours of activity per week.

DAN 315 Ballet IV (2).

Prerequisite: DAN 310 or consent of instructor.

Continuing development of proficiency in performing intermediate ballet technique. Emphasis on theory, positions, steps, combinations and French terminology. Appreciation of ballet as an art form. Repeatable for credit. Four hours of activity per week.

DAN 320 Modern Dance III (2).

Prerequisite: DAN 225 or consent of instructor.

Development of proficiency in performing intermediate modern dance technique. Emphasis on intermediate technical development, movement theories, movement phrasing and terminology. Appreciation of intermediate movement discoveries of early pioneers in modern dance, and of modern dance as an art form. Repeatable for credit. Four hours of activity per week.

DAN 325 Modern Dance IV (2).

Prerequisite: DAN 320 or consent of instructor.

Continuing development of proficiency in performing intermediate modern dance technique. Emphasis on intermediate technical development, movement theories, movement phrasing and terminology. Appreciation of intermediate movement discoveries of early pioneers in modern dance, and of modern dance as an art form. Repeatable for credit. Four hours of activity per week.

DAN 330 Beginning Choreography I (2).

Prerequisite: Concurrent enrollment in a dance technique class.

Introduction to dance composition, effort shape, and aesthetic perception and criticism. Lab experiences exploring principles of dance composition, improvising, creating solo and small group short studies, developing performance skills, and applying aesthetic scanning models to dance. Repeatable for credit. Four hours of activity per week.

DAN 335 Beginning Choreography II (2).

Prerequisites: DAN 330 and concurrent enrollment in a dance technique class.

Progressing from creating introductory studies to creating extended studies. Lab experiences applying principles of dance composition, improvising, extending introductory studies, creating large-group short studies, and further developing performance and aesthetic scanning skills. Repeatable for credit. Four hours of activity per week.

DAN 340 Dance Production (1).

Prerequisites: DAN 330 and DAN 335 or consent of instructor.

Designed to teach students how to coordinate and produce a dance concert. Emphasis on technical aspects of dance production such as lighting design, costume design and construction, recording sound, applying dance makeup, staging dances, and concert publicity and promotion. Repeatable for credit. Three hours of activity per week.

DAN 345 Music for Dance (2).

Prerequisites: DAN 330 recommended.

Basic music notation of simple and complex rhythmic patterns and a brief survey of the historical periods of music for dance. One hour of lecture and two hours of activity per week.

DAN 355 History of Dance (3).

Study of the historical and cultural development of dance movement as ritual, social and performing art activity in world cultures from early man and woman to the present time.

DAN 410 Ballet V (2).

Prerequisite: DAN 315 or consent of instructor.

Development of proficiency in performing intermediate-advanced ballet technique. Emphasis on intermediate-advanced theory, positions, combinations and French terminology. Appreciation of ballet as an art form. Repeatable for credit. Four hours of activity per week.

DAN 415 Ballet VI (2).

Prerequisite: DAN 410 or consent of instructor.

Continuing development of proficiency in performing intermediate- advanced ballet technique. Emphasis on intermediate-advanced theory, positions, combinations and French terminology. Appreciation of ballet as an art form. Repeatable for credit. Four hours of activity per week.

DAN 420 Modern Dance V (2).

Prerequisite: DAN 325 or consent of instructor.

Development of proficiency in performing intermediate-advanced modern dance technique. Emphasis on intermediate-advanced technical development, movement theories, movement phrasing and terminology. Appreciation of movement discoveries of contemporary modern dancers, and of modern dance as an art form. Repeatable for credit. Four hours of activity per week.

DAN 425 Modern Dance VI (2).

Prerequisite: DAN 420 or consent of instructor.

Continuing development of proficiency in performing intermediate-advanced modern dance technique. Emphasis on intermediate-advanced technical development, movement theories, movement phrasing and terminology. Appreciation of movement discoveries of contemporary

modern dancers, and of modern dance as an art form. Repeatable for credit. Four hours of activity per week.

DAN 430 Intermediate Choreography (2).

Prerequisite: DAN 335 and concurrent enrollment in a dance technique class.

Progressing from creating dance studies to creating dances. Introduction to process of putting choreography on dancers. Emphasis on refining one's unique way of moving and composing dances, creating dances that represent a unified whole, and refining performance and criticism skills. Repeatable for credit. Four hours of activity per week.

DAN 440 Dance for Children (3).

Study of developmentally appropriate creative movement experiences for children. Examination of teaching methodology designed to develop foundational movement skills, artistic exploration of movement elements, improvisational techniques, imagination and creativity, and how these learning activities can be taught across the curriculum.

DAN 480 Dance Rehearsal and Performance (2).

Prerequisites: DAN 200, DAN 205, DAN 210, DAN 215, DAN 220, DAN 225 are recommended.

Participation as a performer and/or choreographer in a Dance Program approved, University sponsored production. Concert participation is by audition only. Repeatable for credit. Four hours of activity per week.

DAN 494 Dance: Independent Study (1-3).

Advanced study in dance, with each student participating in a special project mutually agreed upon by student and instructor.

DAN 496 Internship in Dance (1-3).

Planned internship in alternative dance careers at a cooperating institution, agency, organization or company under professional supervision. Application of principles and skills acquired in student's chosen professional preparation program.

DAN 495 Special Topics in Dance (1-3).

Intensive study of a dance topic of current interest. May be repeated for credit to a maximum of 6.0 units.

DIGITAL MEDIA ARTS

College of Arts and Humanities

Division of Performing, Visual and Digital Media Arts

Department of Digital Media Arts

Bachelor of Arts

Audio Recording Option

Music Technology Option

Television Arts Option

Certificate

Audio Technology

Television Arts

Faculty

George Vinovich, Department Chair

David Bradfield, Mark Waldrep

Division Office: LCH E-303, (310) 243-3543

Program Description

Digital Media Arts at CSUDH is a hands-on, professionally-oriented B.A. Degree program geared for students who want marketable job skills for careers in the television, motion picture, music recording, sound design, and interactive media industries. Students major in one of the three DMA degree options: 1) Audio Recording Option; 2) Music Technology Option; or 3) Television Arts Option. In this program, students: a) track, mix, and master their own original music recordings in stereo and 5.1 surround sound in our two Recording Studios that are available to students on a 24/7 basis.; b) write, produce, direct, and edit their own music video, documentary, drama, public service announcement (PSA), TV commercial, and client-based video projects in our 10,000 square-foot Television Studio and twelve editing bays that are available to students on a 24/7 basis; and c) design and author their own interactive DVD, Blu-ray, and websites in our state-of-art computer lab facilities equipped with the latest software. The mission of the Digital Media Arts Department is to: 1) provide an academic program that gives students a solid base in the theory and technology skills required for professional careers in the digital media industries; 2) provide hands-on experience in the basic software and hardware tools utilized in digital media production; 3) provide the opportunity for students to work in teams, applying their producing, directing, writing, composing, editing and engineering skills to produce a variety of professional-quality digital media products; and 4) develop interpersonal skills and professional demeanor that will enable students to work effectively and cooperatively as team players on collaborative projects in the industry.

The DMA curriculum emphasizes collaborative teamwork among the students in our three program options. For example, Television Arts students will write, produce, film, and edit a TV commercial or short movie that our Audio Recording students then take over to perform the sound design elements of ADR, foley, and sound effects editing, while our Music Technology students compose, arrange, and record original music scores for the film's soundtrack. Conversely, our Audio Recording and Music Technology students record and produce a band's

song while the Television Arts students film and edit the music video for the song and the bonus material for the interactive DVD, Blu-ray, or website such as interviews with the band and behind-the-scenes “making of” footage.

The Digital Media Arts curriculum is geared for students who want to have careers working as professionals in the digital media industry. These career goals include producer, director, sound engineer, writer, composer, editor, director of photography, camera operator, audio/video post production, sound designer, disc authoring, MIDI composer/arranger, motion graphics and animation designer, webmaster, and freelance videographer. With Hollywood just 20 minutes from campus, our students have the opportunity to work for and serve internships at a variety of commercial TV stations, recording studios, motion picture studios, audio and video post production houses, and cable networks. There are also internship and employment opportunities for our students in noncommercial media venues such as educational media at schools and colleges and in-house media production at major corporations.

The Certificate in Television Arts (21 units) and the Certificate in Audio Technology (24 units) are designed for students already holding a Bachelor’s Degree whose primary objective is immediate training in the field of television production or audio recording. These certificate programs allow students to concentrate exclusively on just the training in their selected field of study.

Features

Television Studio allows students to produce multi-camera projects in a 10,000 square-foot sound stage equipped with real time 3D virtual set creation for digital compositing on a 40x12 coved cyc, Grass Valley SEG, Inscribe CG, Leicht Still Store, Kino-Flo and Mole-Richardson studio lighting, Mackie 16 channel mixer, and Strand CD80 dimmer system

Recording Studios equipped with Pro Tools 10 HD with HDX 24 In/Outs; SSL AWS-900+SE, 32x24x2 Console, 32x24x2 Sound Workshop Console, Furman HDS-6 and HR-6 headphone distribution system, Blue Sky monitors, various plug-ins by Sony, Oxford, Line 6, Digidesign, Native Instruments, Focusrite, Massenberg Design Works, M-Audio, and McDSP, and a variety of professional microphones such as Neumann U-87, TLM-170, KM-83/84, AKG C414, Audix DP-5 drum pack, Groove Tube MD-1, and Sennheiser MD421 for recording, mixing, and mastering in stereo and 5.1 surround. Avantone Reference Monitors are also available for composite soundtrack mixing of dialogue, foley, sound effects, and music score for television and film projects.

Design Labs equipped with (20) Mac Pro stations and (25) iMAC stations allow students to design disc cover packaging, motion graphics, television titles, websites, and green screen effects using Photoshop, Illustrator, After Effects, and Dreamweaver.

Video Editing Suites allow students to edit projects using Avid, Final Cut Pro, and Premiere in rooms equipped with Encore for Blu-ray and DVD authoring.

Field Production Camera Systems equipped with Panasonic HD camcorders; Nikon full-frame cine-rig DSLR’s with prime lenses, Tascam PCM audio recorders, and DP-4 professional monitors; Sachtler tripods; Cobra crane and dolly systems; LED light kits by Dracast, Fiilex, and Ikan; Lowel lighting kits with Rifa softboxes; Chauvet ellipsoidal spots; Reflecmia portable green screen system; GoPro cameras with helmet, handle bar, and suction cup mounts; steady trackers; sliders; Matthews C-Stands and Road Rags; Sennheiser boom microphone systems with PCS carbon fiber poles; and Ikan HD field monitors allow students to shoot professional-quality video on location.

Mackie Station consists of a Mackie 16x8 Mixing Console and a Roland A90 full-weighted controller equipped with ProTools M -Powered, Digital Performer, Reason, Tassman, Logic, MOTU Symphonic, and VocAlign for ADR, foley, music scoring, walla-walla, and sfx drop-ins. **Live Sound Reinforcement System** equipped with QSC power amps, JBL speakers, Yamaha stage monitors, Audix DP-7 drum mike package, Shure SM57/58 mikes, and Atlas stands. Students receive hands-on instruction on the proper use of the equipment in these production facilities. Once students pass their Proficiency Exams, they can schedule access to these facilities on a 24/7 basis to work on class production projects outside of class time.

Graduation with Honors

Undergraduate students may be candidates for graduation with honors in Digital Media Arts if they meet the following criteria:

1. A minimum of 45 units in residence at CSU Dominguez Hills.
2. A minimum grade point average of 3.7 in all courses used to satisfy the requirements for the Digital Media Arts major.
3. A cumulative grade point average of 3.7 in all courses taken at CSU Dominguez Hills.

Academic Advisement

It is crucial that students meet with the appropriate advisor of their selected degree option before enrolling in or planning a course schedule in Digital Media Arts. (Television Arts, George Vinovich gvinovich@csudh.edu); (Audio Recording, Mark Waldrepmwaldrep@aixmediagroup.com); (Music Technology, David Bradfield dbradfield@csudh.edu). These advisors assist students in selecting appropriate courses and staying on track in their selected degree option in Digital Media Arts.

Digital Media Arts courses are offered in a specific sequence which requires prerequisite and co-requisite courses. Consulting with the appropriate advisor ensures that students complete their program in the most expedient and efficient manner possible. As such, students do not waste time and energy by completing unnecessary courses and units. Advisors also serve as career counselors and concerned mentors to help bridge the gap between the world of the university and the world of the working professional.

Preparation

Students entering the Digital Media Arts program who wish to focus on Audio Recording or Music Technology should have a demonstrated interest and/or background in music, composition, audio production, and current uses of personal computers in the field. Additionally, students familiar with the internet and other online information services will find these skills essential in the rapidly changing world of digital media production and delivery. Students interested in pursuing professional careers in the highly-competitive television and film industry should be aware that those who succeed in establishing a career in the industry are characteristically hard-working, disciplined, focused on a career, and most of all, resilient to persevere in the face of continuous rejection. Strong writing, interpersonal, and computer skills are a definite advantage in this field.

Recommended Lower Division Electives

- ART 170. 2-D Composition (3)
- COM 100. Mass Media and Society (3)
- COM 206. Photojournalism (3)

COM 250. Writing for the Media (3)
MUS 110. Music Fundamentals (3)
MUS 111. Introduction to Music Theory (3)

Career Possibilities

Graduates from the Digital Media Arts program will find career opportunities in a wide range of existing entertainment, informational and educational venues. The broad focus of the instruction in this program prepares students for roles as media production specialists, audio engineers and producers, interactive designers, music technologists and MIDI-assisted composers. The emerging areas of the internet will create additional demand for graduates skilled in advanced media production techniques. The Television Arts program with its hands-on training and production project experience prepares graduates for a variety of career opportunities in the television and film industry such as producer, director, writer, camera operator, video editor, lighting director, sound technician, and motion graphics designer in a variety of venues such as commercial broadcasting at TV stations, networks, studios, and production houses; noncommercial television such as in-house corporate, government, educational, and institutional communications operations; public access and local origination cable television; and of course, free-lance production services as a video consultant.

Student Organizations

DMA students can enhance their academic studies and involvement in the industry by joining the DMA Success Club on campus or by becoming student members of professional organizations such as the Society of Motion Picture and Television Engineers (SMPTE), the Media Communicators Association- international (MCA-i), or the local student chapter of the Audio Engineering Society (AES). Student membership in these professional associations allows students to network with industry executives and working professionals regarding internships and job opportunities in the field. The proximity of the campus to the center of the media and entertainment industry of Hollywood, Burbank, and Los Angeles allows students to attend major trade show conferences such as ShowBiz Expo, Post L.A., Musicom, DV Expo, SMPTE, NAB and SIGGRAPH.

Bachelor of Arts in Digital Media Arts

Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

Major Requirements (51-61units)

Students must select one of the options listed. The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

Common Core Requirements (14 units):

- DMA 300. Digital Technology and the Arts (3)
- DMA 310. Tools and Techniques in Digital Media (3)
- DMA 346. Digital Media Production Workshop (1, 1, 1)
- DMA 400. Strategies for Digital Media Delivery (3)
- DMA 499. Senior Project in Digital Media (2)

Audio Recording Option (57 units)

A. Common Core Requirements (14 units)

B. Upper Division Required Courses (31 units):

- DMA 330. Audio Recording (3)
- DMA 331. Audio Recording Lab (1)
- DMA 335. Music Synthesis (3)
- DMA 336. Music Synthesis Lab (1)
- DMA 430. Advanced Audio Recording (3)
- DMA 431. Advanced Audio Recording Lab (1)
- DMA 432. Recording Studio Maintenance (2)
- DMA 433. Recording Studio Maintenance Lab (1)
- DMA 435. Advanced Music Synthesis (3)
- DMA 436. Advanced Music Synthesis Lab (1)
- DMA 438. Music Production (3)
- DMA 439. Music Production Lab (1)
- DMA 447. Audio Projects Lab (1)
- DMA 452. Audio Production (3)
- DMA 456. Mixing and Mastering (3)
- DMA 496. Off-Campus Internship in the Media (1)

C. Complementary Track Courses (12 units)

ART Digital Graphics Track

- ART 335. Interactive Media (3)
- ART 345. Digital Graphics I (3)
- ART 346. Digital Graphics II (3)
- ART 348. Digital Photography (3)

OR

Music Course Track

- MUS 110. Music Fundamentals (3)
- MUS XXX. Upper Division Elective (3)
- MUS XXX. Upper Division Elective (3)
- MUS XXX. Upper Division Elective (3)

D. Audio Recording Proficiency Exam (Board Test)

A one-on-one, hands-on exam that requires students to demonstrate a practical working knowledge of standard studio procedures and techniques as well as operational familiarity with the equipment in a multi-track recording facility. Students must pass this exam in order to book

recording sessions in the campus recording studios outside of class time. Students can fulfill this requirement by earning a passing grade in the DMA 447 Audio Projects Lab (1) course.

Music Technology Option (61 units)

A. Common Core Requirements (14 units)

B. Lower Division Required Courses (14 units)

MUS 109. Introduction to Musicianship (1) (1)

MUS 110. Music Fundamentals (3)

MUS 111. Introduction to Music Theory (3)

MUS 210. Music Theory I (3)

MUS 211. Music Theory II (3)

C. Upper Division Required Courses (33 units):

DMA 330. Audio Recording (3)

DMA 331. Audio Recording Lab (1)

DMA 335. Music Synthesis (3)

DMA 336. Music Synthesis Lab (1)

DMA 430. Advanced Audio Recording (3)

DMA 431. Advanced Audio Recording Lab (1)

DMA 435. Advanced Music Synthesis (3)

DMA 436. Advanced Music Synthesis Lab (1)

DMA 438. Music Production (3)

DMA 439. Music Production Lab (1)

MUS 309. Advanced Musicianship (1) (1)

MUS 416. Composition and Arranging: Popular and Jazz (3)

MUS xxx. Upper Division Ensemble (1) (1)

MUS xxx. Upper Division Electives (3) (3)

E. Additional Requirements

To be admitted to the Music Technology Option students must demonstrate a basic understanding of music notation and fundamental music theory. Students must complete MUS 111 Introduction to Music Theory. This requirement may be satisfied by an equivalent course in community college. This requirement may also be met through Credit by Examination at CSUDH.

MUS 309 Prerequisites: Musicianship Placement Exam and consent of the instructor. The Music Department gives this placement exam at the beginning of each semester. Transfer students are encouraged to take ear-training courses in community college. Students who do not pass into MUS 309 will be placed in preparatory courses such as MUS 109 or MUS 209 based upon their score on the Musicianship Placement Exam.

Mackie Board Test: In order to book private, independent time on the Mackie Digital Audio Station, students must pass the Mackie Board Test, a timed, practical exam designed to protect the equipment. In order to complete lab projects, students must pass this exam to book studio time after hours and on weekends. This will impact students in all lab classes, DMA 326, and DMA 450. The exam is built into the grading component of these courses.

F. Synthesizer Proficiency Exam

Requires the student to demonstrate a knowledge of contemporary analog and digital synthesis terms and techniques and to produce a specified sonic design on a studio synthesizer.

Television Arts Option (51 units)

A. Common Core Requirements (14 units)

B. Upper Division Required Courses (37 units):

- DMA 320. TV Directing I (3)
- DMA 322. TV Directing II (3)
- DMA 323. TV Crew Production (3) (3)
- DMA 324. TV Titling and Animation (3)
- DMA 325. EFP Videography (3)
- DMA 326. TV Sound Design (3)
- DMA 327. Independent TV Production (3)
- DMA 496. Off-Campus Internship in the Media (1)
- ART 335. Interactive Media (3)
- ART 345. Digital Graphics I (3)
- ART 346. Digital Graphics II (3)
- ART 348. Digital Photography (3)

C. EFP Proficiency Exam

Requires the student to pass a hands-on, practical exam on the setup, calibration, operation, troubleshooting, and storage of the electronic field production camera system, lighting kit, and Sachtler support system used for location shooting. Students must pass this exam before checking out equipment for off-campus use on production projects.

D. Edit Room Proficiency Exam

Requires each student to pass a hands-on, practical exam on the operation, calibration, and troubleshooting of the on-campus editing system. Students must pass this exam before booking independent editing time outside of class hours.

Certificate in Audio Technology (24 units)

A. Required Courses:

- DMA 330. Audio Recording (3)
- DMA 331. Audio Recording Lab (1)
- DMA 335. Music Synthesis (3)
- DMA 336. Music Synthesis Lab (1)
- DMA 430. Advanced Audio Recording (3)
- DMA 431. Advanced Audio Recording Lab (1)
- DMA 432. Recording Studio Maintenance (2)
- DMA 433. Recording Studio Maintenance Lab (1)
- PHY 331. Audio Electronics (3)
- PHY 335. Digital Electronics (3)
- PHY 337. Microprocessors (3)

B. Synthesizer Proficiency Exam

Requires the student to demonstrate a knowledge of contemporary analog and digital synthesis terms and techniques and to produce a specified sonic design on a studio synthesizer.

C. Audio Recording Proficiency Exam

Requires the student to demonstrate a practical working knowledge of standard studio procedures and techniques as well as operational familiarity with the equipment found in a multi-track recording facility.

Certificate in Television Arts (21 units)

A. Required Courses:

- DMA 320. TV Directing I (3)
- DMA 322. TV Directing II (3)
- DMA 323. TV Crew Production (3) (3)
- DMA 324. TV Titling and Animation (3)
- DMA 325. EFP Videography (3)
- DMA 327. Independent TV Production (3)

B. EFP Proficiency Exam

Requires the student to pass a hands-on, practical exam on the setup, calibration, operation, troubleshooting, and storage of the electronic field production camera system, lighting kit, and Sachtler support system used for location shooting. Students must pass this exam before checking out equipment for off-campus use on production projects.

C. Edit Room Proficiency Exam

Requires each student to pass a hands-on, practical exam on the operation, calibration, and troubleshooting of the Avid Nonlinear editing system. Students must pass this exam before booking independent editing time outside of class hours.

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

Upper Division

DMA 300 Digital Technology, Culture and the Arts (3).

Prerequisite: HUM 200 or consent of instructor.

Survey of the impact of digital technology on culture and the arts including but not limited to the visual arts, music, dance, video, film, literature, and theatre.

DMA 310 Tools and Techniques in Digital Media Production (3).

Introduction and examination of the fundamental software and hardware tools used in the production of media for digital delivery. Emphasis on creative production techniques and the development of skills required in the digital media industry.

DMA 320 TV Directing I (3).

Co-requisite: Concurrent enrollment in DMA 323.

Fundamental techniques in producing and directing multi-camera television productions in the studio, and single-camera, film-style programs on location. Emphasis on producer/director skills for performance-based productions in the studio and on location. Six hours of activity per week.

DMA 322 TV Directing II (3).

Prerequisite: DMA 320 and concurrent enrollment in DMA 323.

Advanced techniques in producing and directing multi-camera television productions and single-camera, film-style programs in the studio and on location. Emphasis on producer/director skills for drama-based productions. Six hours of activity per week.

DMA 323 TV Crew Production (3).

Co-requisite: Concurrent enrollment in DMA 320 or DMA 322.

Participation in a variety of crew assignments on production projects in the studio and on location. Repeatable for credit. Six hours of activity per week.

DMA 324 TV Titling and Animation (3).

Introduction to computer-generated titles and basic, two-dimensional animation for television production. Students will explore the aesthetics of graphic design elements for the screen and related software programs. Six hours of activity per week.

DMA 325 EFP Videography (3).

Application of professional-format videotape recording techniques used in location shooting. Emphasis on using portable lighting systems, reflectors, and location sound recording techniques. Experience in technical aspects of equipment setup, system trouble shooting, and preventative maintenance. Six hours of activity per week.

DMA 326 TV Sound Design (3).

Use of synthesizers, samplers, and MIDI for music scoring, sound effects drop-ins, ADR, and foley in television and stage productions. Six hours of activity per week.

DMA 327 Independent TV Production (3).

Prerequisite: DMA 322 and DMA 323.

Aspects of producing television features on an independent-producer basis. Practice in pre-production coordination, location shooting, directing, and editing techniques in the production of a broadcast-quality feature segment for public airing on the University cable TV channel. Repeatable for credit. Six hours of activity per week.

DMA 330 Audio Recording (3).

Prerequisite: Junior standing or consent of instructor.

Theory and practice of sound recording. Acoustics, psychoacoustics, microphones and microphone techniques, consoles, mixers, signal processing and multi-track recording techniques.

DMA 331 Audio Recording Lab (1).

Prerequisite: Previous or concurrent enrollment in DMA 330.

Hands-on experience in studio recording using Pro Tools HD. Live mix to stereo techniques and fundamentals of studio flow path. Three hours of laboratory per week.

DMA 335 Music Synthesis (3).

Prerequisite: Junior standing or consent of instructor.

Production techniques, equipment, theory, and history of electro-acoustic music with an emphasis on MIDI. Psychoacoustics and a conceptual approach to electronic music production using a variety of MIDI-based software.

DMA 336 Music Synthesis Lab (1).

Prerequisite: Previous or concurrent enrollment in DMA 335.

Hands-on experience in production using hardware and software synthesizers and MIDI in conjunction with Pro Tools, Digital Performer, Reason, and various sequencers for a variety of musical styles. Three hours of laboratory per week.

DMA 346 Digital Media Production Workshop (1).

Prerequisite: Consent of instructor.

Collaborative production activity on various projects in the digital media arts curriculum.

Repeatable for credit for up to three units. Two hours of activity per week.

DMA 400 Strategies for Digital Media Delivery (3).

Prerequisite: DMA 310.

Advanced exploration into the methods and mechanics of informational and entertainment design and delivery. Evaluation of media production strategies including linear and non-linear scripting, conditional branching, and virtual reality via online, optical disc, and hybrid formats.

DMA 430 Advanced Audio Recording (3).

Prerequisite: DMA 330 and consent of instructor.

A continuation of DMA 330 incorporating digital audio workstations and associated peripheral equipment, signal processing and mastering for optical disc and web delivery, console automation, 5.1 surround mixing techniques, and DVD audio.

DMA 431 Advanced Audio Recording Lab (1).

Prerequisite: Previous or concurrent enrollment in DMA 430 and consent of instructor.

Practical multi-track session work featuring increased access to studio facilities for individual and group recording projects using Pro Tools HD in conjunction with analog console and Digidesign Command 8 control surface. Three hours of laboratory per week.

DMA 432 Recording Studio Maintenance (2).

Prerequisites: PHY 331 and concurrent enrollment in DMA 433 is recommended.

Installation, maintenance, trouble shooting, and repair of professional audio equipment in a studio environment. Repeatable course.

DMA 433 Recording Studio Maintenance Lab (1).

Prerequisites: PHY 331 and previous or concurrent enrollment in DMA 432.

Installation, maintenance, trouble shooting, and repair of professional audio equipment in a studio environment. Repeatable course. Three hours of laboratory per week.

DMA 435 Advanced Music Synthesis (3).

Prerequisite: DMA 335 and consent of instructor.

A continuation of DMA 335. Synthesizer and sampler sound design using a variety of synthesis strategies and concepts. Direct software and hardware sound synthesis theory using software synthesizers such as Tassman and Reason, modular synthesizers and MIDI.

DMA 436 Advanced Music Synthesis Lab (1).

Prerequisite: Previous or concurrent enrollment in DMA 435 and consent of instructor.

Experience in programming a variety of digital synthesizers including Tassman, Reason, FN-7, and Motu software synthesizers. Three hours of laboratory per week.

DMA 438 Music Production (3).

Prerequisite: DMA 430 and consent of instructor.

Analysis of recordings in music production. Spatial and timbral ear-training techniques for recording engineers and producers. Access to Pro Tools HD 5.1 surround system and a variety of engineering and production topics which include surround mixing techniques, advanced microphone techniques, DVD Audio specifications, and DVD authoring.

DMA 439 Music Production Lab (1).

Prerequisite: Previous or concurrent enrollment in DMA 438 and consent of instructor.

Practice in the production of studio recordings. Responsibility for music composition and arrangements, rehearsal, performance, studio and musician bookings, artist promotion, engineering assistance and artistic direction and management. Interdisciplinary projects

involving video or theatre are also possible. Repeatable course. Three hours of laboratory per week.

DMA 447 Audio Projects Lab (1).

Prerequisite: DMA 331 and DMA 431.

Advanced studio session work culminating in passing the Audio Recording Proficiency Exam.

DMA 450 Computer Music (3).

Prerequisite: DMA 435 and consent of instructor.

Advanced studies in computer applications in music. Course concentrates on CSOUND and new technologies. Topics will vary with new innovations in the field. Students will have access to Pro Tools LE workstations for individual projects. A-C/NC grading.

DMA 452 Audio Production (3).

Prerequisite: DMA 430 and DMA 431.

Advanced skills in integrating audio production components of voice over, music, and sound effects with graphics, motion graphics, and video on multi-media projects that include proposal, interactive design, audio recording, music mixing, mastering, and encoding and authoring to optical disc.

DMA 456 Mixing and Mastering (3).

Theory and practice in various styles of mixing and mastering popular music. Application of panning, equalization, dynamics processing, spatial effects, modulation effects, automation, song sequencing, and methods for final delivery. Hardware-based instruction, ITB digital methods, and hybrid workflows.

DMA 490 Senior Seminar (1).

Prerequisite: DMA 331 and DMA 431.

Research projects, chosen in consultation with the instructor, culminating in a paper, presentation, or creative project.

DMA 494 Independent Study (1-3).

Prerequisite: Consent of instructor.

Investigation of a single topic, chosen in consultation with a faculty member, culminating in a paper, presentation, or creative project. Repeatable for credit for up to six units.

DMA 495 Special Topics in the Digital Media Arts (3).

Study of a single topic or contemporary issue in the entertainment industry of television, film, music, or digital media to be determined by the instructor. Repeatable for credit.

DMA 496 Off-Campus Internship in the Media (1).

Directed work experience in the television, film, music, or digital media industry under the supervision of a professionally-qualified mentor. CR/NC grading only. Repeatable for credit. Ten hours of work experience per week.

DMA 499 Senior Project in Digital Media (2).

Prerequisite: Senior standing or consent of instructor.

A capstone course culminating in the production of a final, collaborative project in conjunction with students from other program options in Digital Media Arts. Selected in consultation with and evaluated by a faculty panel.

EARTH SCIENCE

**College of Natural and Behavioral Sciences
Department of Earth Science and Geography**

Bachelor of Science

Minor

Faculty

Brendan McNulty, Department Chair

Michael Ferris, Rodrick A. Hay, John Keyantash, Ralph H. Saunders, Ashish Sinha

Instructional Support Tech Office: NSM F-129, (310) 243-3368

Department Office: NSM B-202, (310) 243-3377

Emeriti Faculty

David Sigurdson, Jamie Webb

Program Description

The Earth Science major is one of two programs housed in the Department of Earth Science and Geography. The Earth Science degree is a cross-disciplinary program that trains students for careers involving earth system science, which broadly includes the physical science behind the interactions of the lithosphere, atmosphere, and hydrosphere. The Earth Science program also examines the contribution of those systems to natural landscapes and geological hazards, during the modern era and through geological time. Importantly, it also considers the relationship of human populations to these geosystems.

If you are curious about the answers to the following questions, Earth Science might be the right major for you:

- How and when did the Earth form? How has Earth evolved? What is the history of life on Earth? When did the mass extinctions occur, and what caused them?
- What is plate tectonics, and how do tectonic plates interact? How do mountains form? How, where and why do volcanoes form? What causes earthquakes? Can we predict them? Why or why not? How do tsunamis form?
- What are the different drainage patterns for river systems? How do flowing water and ice sculpt the landscape? How does the generation of hydroelectricity change the characteristics of flowing rivers?
- What is groundwater, why is it important to humans, and what are the implications of groundwater contamination?
- What has Earth's climate been like in the past? How might climate change in the future? What is the "greenhouse effect" and ocean acidification? What is the carbon cycle, and why is it important?
- What are the differences between non-renewable, renewable and perpetual natural resources? What is the nature of supply vs. demand in regard to water, petroleum, coal, minerals, and other natural resources? What are the pros and cons of various energy sources including nuclear, solar, wind, geothermal, hydroelectric and carbon-based fuels?

Features

The faculty has expertise in plate tectonics and field geology; hydrology, atmospheric science, and climate change; landscape change, remote sensing, and geographic information systems; and economic, political and historical geography. The broad expertise of the faculty provides an unusual opportunity for motivated undergraduate students to work closely with their professors and gain “hands-on” experience within domestic and international research projects.

Academic Advisement

Majors should consult with their advisor prior to registration each semester. Records of student progress toward the degree are accessible online through MyCSUDH. Students should check their progress regularly.

Preparation

For high school students, the best preparation for the Earth Science major is a well-rounded program of high school courses in humanities, natural sciences, mathematics, and written and oral communication. Community college transfer students should have completed an introductory course in geology or physical geography. Other introductory courses in the physical or biological sciences, including field courses, are encouraged.

Career Possibilities

The Earth Science major prepares students for a wide range of employment opportunities within government, industry and non-profit organizations. Specific fields include environmental protection and consulting; natural resource management; air and water quality monitoring; geologic hazards and geotechnical investigations; water and power-generation utilities; and meteorology, hydrology, and oceanography. The Earth Science degree also provides excellent training for graduate programs.

Students may prepare for a career teaching at the secondary level (middle and high school) by completing an approved "Subject Matter Preparation Program" for Geoscience. Completion of such a program is the first step in meeting the state requirements for a teaching credential. As the program requirements for the Subject Matter Preparation Program routinely change, interested students should consult the departmentally-designated advisor for current information.

Graduation With Honors

An undergraduate student may be a candidate for graduation with Honors in Earth Science provided he or she meets the following criteria:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum grade point average of at least 3.5 in all courses used to satisfy the upper division requirements in the major;
3. Recommendation by the faculty of the Earth Science and Geography Department.

Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total minimum of 120 units.

Bachelor of Science in Earth Science

Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

Minor Requirements

Students completing this major are not required to complete a minor in another field.

Major Requirements (58-63 units)

A. Lower Division Required Courses (23-28 units):

EAR 100. Physical Geology (3) or GEO 200. Physical Geography (3)

EAR 101. Physical Geology Laboratory (1)

EAR 200. Earth History and Evolution (3)

EAR 201. Earth History and Evolution Lab (1)

MAT 131. Elementary Statistics and Probability (3) and

MAT 171. Survey of Calculus for Management and Life Science I (4)

or

MAT 191. Calculus I (5) and

MAT 193. Calculus II (5)

CHE 110. General Chemistry I (5)

CHE 112. General Chemistry II (5)

or

PHY 120. Elements of Physics I (4) and

PHY 122. Elements of Physics II (4)

or

BIO 120. Principles of Biology I (3)

BIO 121. Principles of Biology I Laboratory (1) and

BIO 122. Principles of Biology II (3)

BIO 123. Principles of Biology II Laboratory (1)

B. Upper Division Requirements (35 units)

1. Required Courses (26 units):

EAR 370. The World Ocean (3)

EAR 376. Field Mapping (3)

EAR 410. Environmental Geology (3)

EAR 450. Plate Tectonics and the Rock Cycle (4)

EAR 460. Global Change (3)

EAR 490. Senior Seminar in Earth Sciences (1)

GEO 370. Numerical Methods in Geography (3)

GEO 412. Rivers and Stream (3)

GEO 415. Geographic Information Systems (3)

2. Elective Courses (9 units):

GEO 310. Geomorphology (3)

GEO 315. The Weather (3)

GEO 357. Urban Environmental Geography (3)

GEO 380. Biogeography of Southern California (3)

GEO 408. Remote Sensing and Image Interpretation (3)

GEO 416. Earth's Climates (3)

GEO 420. Natural Resources (3)

GEO 433. Environmental Analysis and Planning (3)
EAR 476. Groundwater (3)
EAR 495. Advanced Topics in Earth Sciences (3)
EAR 496. Internship in Earth Sciences (3)

Minor in Earth Sciences (19 units)

The Minor in Earth Sciences requires completion of 19 units. The lower division requirement includes courses which may be used to satisfy other university requirements such as General Education or the major.

A. Lower Division Required Courses (7 units):

EAR 100. Physical Geology (3)
EAR 101. Physical Geology Laboratory (1)
GEO 200. Physical Geography (3)

B. Upper Division Requirements (12 units):

Any 12 units of upper division Earth Sciences (EAR) courses are sufficient to fulfill this requirement. Alternatively, the student may complete any six units of upper division Earth Sciences courses with six units selected from the geography courses listed below:

GEO 310. Geomorphology (3)
GEO 315. The Weather (3)
GEO 412. Rivers and Streams (3)
GEO 416. Earth's Climates (3)

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

Lower Division

EAR 100 Physical Geology (3).

Prerequisite: Concurrent enrollment in EAR 101 is recommended.

Volcanoes, earthquakes, oceanic processes and continental drift. Rock and mineral identification is enhanced by concurrent enrollment in EAR 101. Meets certain general studies requirements, is fundamental to the Geology major, and has wide-ranging applications in art, commerce, public policy, and science. Field Trip.

EAR 101 Physical Geology Laboratory (1).

Prerequisite: Concurrent enrollment in EAR 100 is recommended.

Nature and origin of rocks and minerals through determination of physical properties of specimens. Topographic and geologic map analysis. Geological features from stereoscopic air photos. Recommended elective for students interested in the outdoors, archaeology, mineral deposits, land use, and natural hazards.

EAR 200 Earth History and Evolution (3).

Prerequisite: EAR 100, EAR 101, and concurrent enrollment in EAR 201.

Geological and biological history of the earth. Includes development of the geologic time scale, origin of the Earth and life, the fossil record and evolution, and plate tectonics. Special emphasis on the geology of North America. Philosophical implications make this a valuable general elective for all students.

EAR 201 Earth History Laboratory (1).

Prerequisite: Concurrent enrollment in EAR 200.

Practical laboratory experience in fossil identification. Life history, form, function and evolution of animals and plants important in the fossil record. Interpretation of geologic maps and stratigraphic correlation of sedimentary rocks. Three hours of laboratory per week.

Upper Division

EAR 370 The World Ocean (3).

Prerequisite: EAR 100 or GEO 200 is recommended.

Physical and chemical characteristics of seawater. Distribution of temperatures and salinity. Study of currents, tides, waves and the influence of the sea on weather and on life.

EAR 376 Field Mapping (3).

Prerequisite: EAR 100 or GEO 200.

Introduction to geological and environmental field mapping. Techniques include working with topographic and remotely-sensed images, use of Brunton compass traverse methods, and interpretation of sedimentary rocks and geological structures (faults, folds). Applications to geotechnical work, resource management, environmental analysis, anthropology, government agencies, industry, and teaching outdoor activities. Eight hours of lab and one-half hour of lecture per week.

EAR 410 Environmental Geology (3).

Prerequisites: EAR 100, GEO 200 or SMT 416.

Study of human interaction with the geologic environment. Mitigating exposure to geological hazards (earthquakes, volcanic eruptions, landslides). environmental consequences of geological resources (fossil fuels, minerals, water) extraction and consumption; surface and groundwater contamination, acid rain; climate change; waste burial.

EAR 450 Plate Tectonics and the Rock Cycle (4).

Prerequisite: EAR 100.

Study of plate tectonic processes and how they relate to the formation of rocks and the rock cycle. Includes earthquakes, volcanic activity, hot spots and plate boundary types. Two hours of lecture and six hours of lab per week.

EAR 460 Global Change (3).

Prerequisite: GEO 416.

An interdisciplinary introduction to the science of understanding global change – natural as well as anthropogenically induced. Key topics include the physical climate system and variability, the carbon cycle, land and water issues, and the impact of global change on society.

EAR 476 Groundwater (3).

Prerequisites: EAR 100 and EAR 101. CHE 108 or CHE 110 is recommended.

Interrelationships of geologic materials and processes with water. Topics include: hydrologic cycle, physical characteristics of aquifers, groundwater flow, wells, geology of flow systems, groundwater chemistry, and criteria for development and management of water resources.

EAR 490 Senior Seminar in Earth Sciences (1).

Prerequisite: Senior standing in Earth Sciences or consent of instructor.

Study and discussion of current research in Earth Sciences. Techniques of oral presentation, library research and preparation of audiovisual materials. One hour of seminar per week.

EAR 494 Independent Study (1-3).

Prerequisite: Consent of instructor.

Independent Study of a particular geographic or environmental problem under the supervision of a member of the Geography staff.

EAR 495 Advanced Topics in Earth Sciences (3).

Selected topics in Earth Science with course content to be determined by instructor. Repeatable course.

EAR 496 Internship in Earth Sciences (2, 3).

Prerequisite: Consent of instructor.

Employment as an assistant or volunteer in an earth sciences-related firm or government agency. Course may run at time convenient to student and employers, including summer. Student should contact Department faculty three months prior to enrollment. CR/NC grading. Repeatable course.

EAR 498 Directed Research (1-3).

Prerequisite: Consent of instructor.

Directed research of a particular geographic or environmental problem under the direction of a member of the Earth Science staff.

EAR 499 Senior Thesis (2).

Prerequisite: Approval of instructor.

Geological research and writing of a thesis. Generally includes library, field and laboratory investigations. Topic of research to be approved and directed by an instructor. CR/NC grading.

Infrequently Offered Courses

The following courses are scheduled on a "demand" basis. Students should consult the department office for information about the next schedule offering.

EAR 478 Engineering Geology (3).

Prerequisite: EAR 450.

Evaluation and abatement of geologic hazards affecting construction projects and land use. Landslides, groundwater pollution, subsidence, flooding, and earthquake effects. Mechanical properties of rocks and soils. Case histories and site investigations. Application to business, law, construction engineering and environmental studies. Two hours of lecture and three hours of laboratory per week.

GRADUATE EDUCATION

College of Education

Division of Graduate Education

Master of Arts - Education

Individualized Program Option

Multicultural Option

Reading Option

School Leadership Program Option

Technology Based Education Option

Physical Education Administration Option

(for major requirements, refer to the Kinesiology section in this catalog)

Credentials

Administrative Services

Preliminary

Professional

Certificates

Technology Based Education

Faculty

Anthony Normore, Department Chair

Ann Chlebicki, Farah Fisher, Leena Furtado, Antonia Issa-Lahera, Adrieen Mancillas, Alice

Terry Richardson

Department Office: COE 1410, (310) 243-3524

Emeriti Faculty

Charmayne Bohman, Edith Buchanan, Muriel P. Carrison, James L. Cooper, Peter Desberg, Jitsu

Furusawa, Marjorie Holden, Judith Jackson, Rita Lee, Suzanne Medina, Sean R.

Morgan, Karlton Skinrud, Judson H. Taylor, George Walker

Program Description

The Graduate Education Program is designed to provide knowledge and understanding of the basic foundations and theories of education as well as advanced training in specific fields. The curriculum objectives seek to promote a blending of theory and practice to assist students who seek advancement within their chosen field in education, public service or private industry.

The comprehensive program at CSU Dominguez Hills includes Master of Arts degree, Credential Programs and Certificate programs. In two instances, M.A. programs and credential programs may be combined.

Features

The Graduate Education curriculum is designed to meet the needs of the full-time working professional by offering a full program of courses in the late afternoon and evening. Courses are offered so that degree requirements may be completed on a part-time basis over a period of two -

four years. Each student works closely with an advisor to plan a program that meets the individual needs of the student. The urban location of the University provides a unique opportunity for working with a diverse cultural and ethnic population both in classes and in field experiences.

Academic Advisement

Students will work with an advisor when they are admitted to the Graduate Education Department for a specific program (master's degree, credential, or certificate). Students who are uncertain about which program best meets their professional goals may meet with the department chairperson to discuss the range of options.

The student must confer with the advisor each semester prior to registration to insure that the student is taking the appropriate course work in the proper sequence.

Requirements for Admission to the Graduate Programs in Education

Admission as a classified graduate student in Education requires:

- Admission to the University.
- A baccalaureate degree from a regionally accredited college or university. Exception: The Physical Education Administration option requires a baccalaureate degree in Physical Education/Kinesiology.
- A minimum of 2.75 grade point average in the last 60 units of upper division course work attempted or a Miller's Analogies Test (MAT) score of 40 or above in lieu of the 2.75 GPA.
- A separate application available at <http://www4.csudh.edu/coe/forms/index> with a copy of each transcript for the specific program to the College of Education Student Services Center.
- Three letters of recommendations from individuals who can evaluate the applicant's potential for graduate study. Exception: The Educational Administration (Tier I) Option requires two letters of recommendation with one being from the applicant's site supervisor, the principal, or designee.
- Completion of Graduation Writing Assessment Requirement (GWAR) within the first semester. (MA only)
- The Educational Administration Options require a typed two-three page Statement of Purpose as part of the application packet.

Admission Procedures

Students are strongly urged to apply by May 1 for the fall semester and November 1 for the spring semester; however, applications are accepted beyond those dates if room for new students exists. Dates are subject to change.

Students applying to the Educational Administration Program should apply by April 1. Dates are subject to change.

All prospective graduate students, including CSU Dominguez Hills graduates, must file the following with the CSU Dominguez Hills Admissions Office:

1. An application for admission and a supplemental application for graduate admissions.
2. Two sets of official transcripts from all colleges and universities attended other than CSU Dominguez Hills.

3. A separate application available at <http://www4.csudh.edu/coe/forms/index> with a copy of each transcript for the specific program to the College of Education Student Services Center.

A decision regarding admission will be made upon completion of university and program admission requirements.

Classified Standing

Students who satisfy all the requirements of program admission will be admitted with Classified Standing. Students accepted with Conditional Standing will have a semester to meet the conditions for Classified Standing. Upon completion of specified conditions, students must request that a Postbaccalaureate/Graduate Change of Objective form be filed by their advisor on their behalf.

Degree Requirements

The Master of Arts Degrees in Education require completion of 30 units or more of course work with a minimum 3.0 grade point average. A minimum of 21 semester units must be completed in residence. Courses taken previously may be used to meet the course content requirements of a graduate program if they have been completed within the seven years immediately preceding the completion of the requirements for the degree. However, no courses may apply toward the required number of units of approved graduate work that have been used to meet the requirements of another degree.

Students may take up to seven years to complete the course work, including the thesis or exams. Course work that does not meet the seven-year deadline will have to be repeated and/or replaced by other courses with the approval of the program advisor.

A Graduation Writing Assessment Requirement must be met by all students prior to classified standing. This requirement can be met on the CSU Dominguez Hills campus by attaining a passing score of "8" on the GWE or with a passing grade of at least a "B" in one of the certified courses on this campus. Education students typically take English 350 to meet this requirement.

In addition to the major requirements, students must meet all university requirements for the master's degree. Students should consult the section of the catalog entitled "Requirements for the Master's Degree."

Completion of Degree

Prior to the completion of 21 semester units (including core courses) the graduate student must select one of the following alternatives unless otherwise specified:

Alternative I: Course work and Thesis (30 or more units)

1. Complete approved program with a minimum of 24 units of course work with at least a B (3.0) average (including core courses).
2. Complete approved thesis or creative project (3 to 6 units). See advisor for thesis preparation guidelines. Students must have the approval of a faculty thesis advisor prior to enrolling for thesis credit.

Alternative II: Course work and Examinations (30 or more units)

1. Complete an approved program of 30 units of course work with at least a "B" (3.0) average (including core courses).
2. Pass a comprehensive written examination. After completion of all course work or during the last semester of course work, the M.A. degree candidate may apply to take the comprehensive examination. There is only one retake opportunity.

Master of Arts in Education

Requirements for the Master's Degree

The M.A. in Education masters-only options extend the knowledge of teaching and learning for practicing educators. For information contact the Division of Graduate Education Office (310) 243-3524.

Individualized Program Option (30 units)

The Division is currently not accepting students into the Individualized Program Option. For more information, please contact the Division of Graduate Education.

Multicultural Option (30-36 units)

The Division is currently not accepting students into the Multicultural option. For more information, please contact the Division of Graduate Education.

Reading Option (36 units)

The Reading Option in the Masters of Education is comprised of three tiers. The first tier is The Reading Specialist Certificate, the second tier is The Reading and Language Arts Specialist Credential, and the third tier is the Reading Option in the Masters of Education. The Reading option in the Masters of Education program requires specific coursework that builds upon the competencies required by the California Commission on Teacher Credentialing (CTCC) for the Reading Specialist Certificate and the Reading and Language Arts Specialist Credential. Students must receive at least a "B" in each course or repeat the course to meet the competency requirements. This degree program prepares reading professionals who truly understand how to integrate contemporary theories of reading with sound pedagogical practices. The degree prepares teachers to assist other teachers and administrators in creating literacy programs that promote not only the learning of reading and writing, but also the learning of subject matter across the curriculum. Candidates in this program will become knowledgeable about current reading and writing theory, literacy research and pedagogy, and literacy development and learning.

Program Admission Requirements

1. Possession of a Reading and Language Arts Specialist Credential
2. A total of three years successful full-time teaching experience in K-12 or with adults.

A. Required Courses (36 units):

- RDG 501. Foundations of Reading Instruction and Research (3)
- RDG 502. Word Study and Fluency (3)
- RDG 503. Comprehension and Study Strategies (3)
- RDG 504. Reading and Writing Assessment, Planning and Intervention (3)
- RDG 505. Reading Practicum/Fieldwork (3)
- RDG 510. Advanced Study of Early Writing and Literacy: Theory and Practice (3)
- RDG 511. Advanced Study of Adolescent Writing and Literacy: Theory and Practice (3)
- RDG 512. Supervision, Leadership and Evaluation (3)
- RDG 513. Specialized Advanced Study of Reading (3)
- RDG 514. Advanced Clinical Experience (3)
- RDG 592. Qualitative/Quantitative Research in Reading Seminar (3)
- GED 599. Thesis (3)

School Leadership Program Option (31 units)

A. Core Courses (9 units)

- GED 500. Research Methods in Education (3)
- GED 501. Seminar in Learning and Development (3)
- GED 503. Socio-Cultural Issues in Education (3)

B. Required Courses (22 units):

- SLP 550. Pre-Assessment: Induction (2)
- SLP 551. Visionary Leadership (3)
- SLP 552. Leadership of Teaching and Learning (3)
- SLP 553. Organizational Leadership and Resource Management (3)
- SLP 554. Collaborative and Responsive Leadership for All Students (3)
- SLP 555. Ethical Leadership (3)
- SLP 556. Political, Social, Economic, Legal and Cultural Leadership (3)
- SLP 557. Post-Assessment, Preliminary Leadership (2)

Technology Based Education Option (30 units)

The Division is currently not accepting students into the Technology Based Education Option. For more information, please contact the Division of Graduate Education.

Administrative Services Credential

The Administrative Services Credential Program at CSU Dominguez Hills is designed to prepare educators for leadership positions in elementary and secondary schools and certain district level positions. The program is comprised of two tiers. The first tier, the Preliminary Administrative Services Credential, authorizes service in positions serving grades kindergarten through 12. A valid Preliminary Administrative Services Credential is required for admission to the second tier (Professional Administrative Services Credential program). Before the Professional Administrative Services Credential can be granted, the candidate must be employed in a position

requiring a valid Administrative Services Credential for a minimum of two years. Every effort is made to integrate credential and master's degree program for the benefit of the students.

Preliminary Administrative Services Credential (33 units)

This program is a standards based program for urban school leaders.

Admission Requirements

1. Three years full-time teaching experience in a public or private school or three years experience in pupil personnel services.
2. A 3.0 grade point average in last 60 units of college work, a score of 500 or better on the MAT or a score of 1000 or better on the GRE, General Aptitude Test.
3. Possession of a valid California Teaching Credential or Pupil Personnel Services Credential.
4. Attendance at an orientation and two confidential recommendations, one being from the applicant's site supervisor.

A. Required Courses (26 units):

SLP 550. Pre-Assessment: Induction (2)

SLP 551. Visionary Leadership (3)

SLP 552. Leadership of Teaching and Learning (3)

SLP 553. Organizational Leadership and Resource Management (3)

SLP 554. Collaborative and Responsive Leadership for All Students (3)

SLP 555. Ethical Leadership (3)

SLP 556. Political, Social, Economic, Legal and Cultural Leadership (3)

SLP 557. Post-Assessment, Preliminary Leadership (2)

SLP 560. Fieldwork A, Preliminary Leadership (2)

SLP 561. Fieldwork B, Preliminary Leadership (2)

Additional requirements for Preliminary Administrative Services Credential:

- Pass California Basic Educational Skills Test (CBEST)
- Must receive a B or better in each credential course.

Professional Administrative Services Credential (7 units)

Admission Requirements

1. Possession of a valid California Preliminary Administrative Services Credential.
2. Pass California Basic Education Skills Test (CBEST).
3. A position that is 100% out of the classroom, and requires a preliminary administrative services credential.
4. The recommendation of CSU Dominguez Hills, verifying completion of professional standards and 2 years of administrative experience. All work must be completed while the applicant is employed in a position requiring the preliminary administrative services credential.

Authorization

To serve as a superintendent, deputy superintendent, assistant superintendent, principal, assistant principal, supervisor, consultant, coordinator director, dean, instructional specialist, or in an equivalent or intermediate level administrative position.

Required Courses

SLP 580. Professional School Leadership: Pre-Assessment, Induction (2)

SLP 581. Principles of Professional Administrative Practice: Six Themes (3)

SLP 582. Professional School Leadership: Post-Assessment (2)

Technology Based Education Certificate (15 units)

The Technology Based Education Certificate program consists of five courses for a total of 15 semester units. The Certificate should be of interest to educators from a variety of backgrounds; including elementary teachers, special educators, administrators, and college instructors. Many already hold the M.A. or Ph.D. degree and simply want to gain a computer based education capability without enrolling in another degree program.

Required Courses

TBE 530. Graphics, Word Processing and Desktop Publishing for Educators (3)

TBE 540. Programming Applications for Educators (3)

TBE 550. Computer-Managed Instruction (3)

TBE 560. Preparing Computer Assisted Instruction (3)

TBE 570. CAI Final Project (3)

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

Graduate Education

Graduate

Graduate standing or consent of the graduate program coordinator is prerequisite to enrollment in graduate (500 level) courses.

GED 500 Research Methods in Education (3).

Examination of assumptions and techniques of educational research. Review of pertinent research studies emphasizing their applicability to educational problems. Statistical concepts, research methodology and computer applications are included.

GED 501 Seminar in Learning and Development (3).

Theory, research and practice related to learning and development. Emphasis on biological and psychological factors in individual differences. Includes study of affective and cognitive development. Three hours of seminar per week.

GED 503 Socio-Cultural Issues in Education (3).

Examines the total process of socialization and the effects of cultural determinants on human development and learning. Considers the school as an agent of socialization. Change agent role of school personnel is explored.

GED 512 Values and Teaching (3).

Exploration of philosophical literature as it relates to values in education. Development of values from early childhood to adolescence. Exploration of personal values. Methods and procedures for teaching values in the classroom.

GED 594 Independent Study (1-3).

Independent study undertaken under the supervision of a faculty member. Repeatable course.

GED 595 Special Topics in Education (1-3).

Topics vary by section and semester. See class schedule for title and prerequisites. Repeatable course. Three hours of seminar per week.

GED 599 Thesis (1-6).

Prerequisite: Consent of Advisor.

The student will execute an individually planned research effort or a creative project. Students work under individual supervision with assigned faculty. May be repeated up to six units.

GED 600 Graduate Continuation Course (0).

Graduate students who have completed their course work but not their thesis, project, or comprehensive examination, or who have other requirements remaining for the completion their degree, may maintain continuous attendance by enrolling in this course. Signature of graduate program coordinator required.

Teaching/Curriculum

Graduate

Graduate standing or consent of the graduate program coordinator is prerequisite to enrollment in graduate (500 level) courses.

CUR 510 Process of Curriculum Development (3).

Designed to review contemporary developments in curriculum theory and practice. Course will include experience in development of units of instruction, and the development of criteria for evaluating published curriculum materials.

CUR 513 Literature for Children and Adolescents (3).

Principles of instructional and curricular theory as they apply to the teaching of literature in preschool and grades K-12. Analysis of literary devices and sequential development of ability to analyze and appreciate good literature. Emphasizes development of critical and analytic skills in diverse school environments.

CUR 515 Seminar in Curriculum Development in Reading and the Language Arts (3).

Prerequisite: TED 403 or TED 406.

Review of current developments in curriculum theory and practice for Reading and the Language Arts. Includes development of instructional units and use of evaluation criteria for published materials. Three hours of seminar per week.

CUR 516 Seminar in Curriculum Development in Science and Math (3).

Review of current developments in curriculum theory and practices for science and math. Includes development of instructional units and use of evaluation criteria for published materials. Three hours of seminar per week.

CUR 517 Seminar in Curriculum Development in the Humanities and Social Sciences (3).

Review of current development in curriculum theory and practice for the humanities and social sciences. Includes development of instructional units and use of evaluation criteria for published materials. Three hours of seminar per week.

CUR 519 Advanced Study in Curriculum Research and Instructional Practices (3).

Prerequisite: CUR 510.

Intensive study and evaluation of research in selected curriculum areas. Emphasizing designing and implementing innovative curricular and related instructional improvements. Requires student

to demonstrate effective instructional leadership and problem solving skills in multiethnic school environments. May be repeated up to six units.

CUR 555 Seminar: Introduction to National Board Preparation (3).

This course specifically targets candidates applying for certification by the National Board for Professional Teaching Standards. These standards will be utilized throughout the course in establishing what accomplished teachers should know and be able to do. Students will develop clear and convincing evidence that Standards are being employed in their own practice.

CUR 556 Seminar: Advanced Preparation for National Board Certification (3).

Prerequisite: CUR 555 with grade of A or B.

This course specifically provides ongoing, advanced preparation for candidates applying for certification by the National Board for Professional Teaching Standards. Students complete portfolio entries based on rigorous standards published by the Board, including videos, action research and documentation of effective and reflective practice. Students should be preparing to take National Board exam during semester in which they take CUR 556.

Multicultural

Graduate

Graduate standing or consent of the graduate program coordinator is prerequisite to enrollment in graduate (500 level) courses.

MUL 511 Cultural Diversity in America (3).

Examines contemporary diverse populations in America and their influence on American educational institutions. The analysis of historical contributions and cultural influences on the macro-culture provide insight into our multicultural society.

MUL 520 The Teaching of English to Speakers of Other Languages (3).

Issues and problems, techniques, procedures, and materials for teaching the dominant language (standard English) to the bilingual and to the bi-dialectal.

MUL 521 Seminar in Mexican American and Hispanic Education (3).

Explores the socio-cultural basis for the past, present and future status of Mexican Americans and Hispanics with emphasis on legal and political issues. Content and methodological innovation as well as judicial and legislative actions will be analyzed in depth. Issues relating specifically to education will be analyzed in this course. Three hours of seminar per week.

MUL 525 Bilingual-Multicultural Teaching Methods (3).

The study of selected bilingual approaches to, and methods of, teaching social studies, science, mathematics, and language arts. Techniques for developing bilingual and multicultural teaching materials.

MUL 544 Urban Materials Design and Development (3).

Development of skills necessary to design effective instructional materials for urban learners. Using principles of the "systems approach" and building upon research, theory, and best practices, students will create materials to meet the needs of ethnically and linguistically diverse learners.

MUL 591 Advanced Multicultural Studies (3).

Designed for students completing the MA in Education, Multicultural Option. Students will synthesize and interrelate diverse areas of study which comprise the masters degree by conducting bibliographic research, writing critical essays and development training sessions for school, staff and community individuals.

Reading

Graduate

Graduate standing or consent of the graduate program coordinator is prerequisite to enrollment in graduate (500 level) courses.

RDG 501 Foundations of Reading Instruction and Research (3).

This foundations course emphasizes advanced study of literacy research, theory, and practice related to components of the literacy acquisition process (oral language; reading comprehension, fluency, word recognition, and vocabulary development; written language content, form, and use).

RDG 502 Word Study and Fluency (3).

Use an inquiry-based approach to understand the challenges of language learning and word study with diverse population. Includes a systematic analysis of word formation, syntax, semantics, grammar and spelling in the English language.

RDG 503 Comprehension and Study Strategies (3).

Current theory and research on the relationship between comprehension and literacy acquisition/proficiency are explored. Instructional/intervention strategies and materials to support writing and comprehension at the early, intermediate, and fluent levels are studied.

RDG 504 Reading and Writing Assessment, Planning and Intervention (3).

This course is a comprehensive study of reading and writing assessment and instruction and evaluation of procedures, strategies and materials effective in designing reading and writing instruction with an emphasis on early detection and correction of reading difficulties/specific disabilities.

RDG 505 Reading Practicum/Fieldwork (3).

Field experience with beginning readers, English learners, and students with learning difficulties. Includes methods for meeting the needs of struggling readers and/or writers at both early and intermediate levels, and the tutoring or small-group instruction of these students.

RDG 510 Advanced Study of Early Writing and Literacy: Theory and Practice (3).

An advanced analysis of classical and current literacy theory and practice is conducted. The analysis includes examining the relationship between current issues, emerging research findings in early literacy and related disciplines, and theoretical models of early literacy acquisition.

RDG 511 Advanced Study of Adolescent Writing and Literacy: Theory and Practice (3).

An advanced analysis of literacy theory and practice examining the relationship between issues in adolescent literacy, emerging research in adolescent literacy and related disciplines, the needs of diverse student populations, and the psychological and sociolinguistic aspects of writing and reading.

RDG 512 Supervision, Leadership and Evaluation (3).

Prerequisites: RDG 510 and RDG 511.

Examines varied roles and responsibilities of the Specialist, including intervention, curriculum development, supervision, program development, and leadership. A comprehensive, staff development model will be developed and a segment of that model will be presented in a staff development format.

RDG 513 Specialized Advanced Study of Reading (3).

Prerequisites: RDG 510, RDG 511, and RDG 512.

Students choose a focus in biliteracy, special education, African American English, adolescents, or English Learners and conduct an action research project in that area. Students implement, analyze and report on the action research project.

RDG 514 Advanced Clinical Experience (3).

Prerequisites: RDG 510, RDG 511, RDG 512 and RGD 513 are required.

A comprehensive intervention based on formal and informal assessments and a research-based, balanced model of literacy instruction is designed for a student experiencing severe difficulty with literacy acquisition. The intervention includes interaction with guardians, instructor and classmates.

RDG 592 Qualitative/Quantitative Research in Reading Seminar (3).

This is a course in both quantitative and qualitative research in reading and literacy. It is designed to give students the opportunity to show mastery of social science methodologies.

Technology Based Education

Graduate

Graduate standing or consent of the graduate program coordinator is prerequisite to enrollment in graduate (500 level) courses.

TBE 518 Current Topics in Educational Technology (3).

Prerequisite: TBE 520.

Provides information about topics of current interest in educational technology. Course content and requirements vary by semester.

TBE 530 Graphics, Word Processing and Desktop Publishing for Educators (3).

Prerequisite: TBE 520 or consent of instructor.

Prepares students to use both paint and object-oriented graphics, word processing and desktop publishing software in preparing educational materials. Prepares the teachers who are students of this course to teach these skills to their pupils in the public schools.

TBE 550 Computer-Managed Instruction (3).

Prerequisite: TBE 520.

This class presents skills for managing computer-based instruction, including IBM, Macintosh and Apple II series hardware and software troubleshooting, computer lab supervision, telecommunications, networking, and in-service training design and presentation.

School Leadership Program

Graduate

Graduate standing or consent of the graduate program coordinator is prerequisite to enrollment in graduate (500 level) courses.

SLP 550 Pre-Assessment, Induction (2).

Students will develop an induction plan designed to meet the individual's needs as an instructional leader. The induction plan will include the assessment of the individual's professional needs to become an urban school leader. Students will analyze the CCTC Program Standards and the ISLLC national standards and plan and create their professional development plan.

SLP 551 Visionary Leadership (3).

Recommended prerequisite: SLP 550 or concurrent enrollment.

Students facilitate the development, articulation, implementation and stewardship of a vision of teaching and learning that is shared and supported by the school community. Coursework and fieldwork focus on the vision audit through collecting data, constructing profiles, and aligning resources.

SLP 552 Leadership of Teaching and Learning (3).

Recommended prerequisites: SLP 550 and SLP 551 or concurrent enrollment.

Students learn how to advocate, nurture and sustain a school culture and instructional program conducive to student learning and staff professional growth. Coursework and fieldwork focus on the implementation of state adopted academic content standards, frameworks as well as assessment and accountability systems.

SLP 553 Organizational Leadership and Resource Management (3).

Recommended prerequisites: SLP 550, SLP 551 and SLP 552 or concurrent enrollment.

Students learn how to ensure the management of the organization, operations and resources for a safe, efficient, and effective learning environment. Coursework and fieldwork focus on the study and application of organizational theory that reflects effective leadership.

SLP 554 Collaborative Leadership (3).

Recommended prerequisites: SLP 550, SLP 551, SLP 552, and SLP 553.

Students will learn to work effectively with families, caregivers and community members; recognize the goals and aspirations of diverse families; respond to diverse community interests and needs. Through coursework and fieldwork, student will examine and evaluate their attitudes toward people of different races, cultures, and ethnic backgrounds. Students will focus on improving student achievement regardless of race, culture, or socio-economic status.

SLP 555 Ethical Leadership (3).

Prerequisites: SLP 550, SLP 551, SLP 552 and SLP 553.

Students will examine, practice and model a personal code of ethics, including protecting the rights and confidentiality of students, staff, and families. Students will practice professional leadership capacity, including shared decision-making, problem-solving and conflict management and foster those skills in others. Through coursework and fieldwork, students will have multiple opportunities to model personal and professional ethics, integrity, justice and fairness.

SLP 556 Political, Social, Economic, Legal and Cultural Leadership (3).

Prerequisites: SLP 550, SLP 551, SLP 552 and SLP 553.

The student will learn about political, societal, economic, legal and cultural influences on schools. Through these interconnections, the student develops the ability to understand, respond to, and influence the larger political, social, economic, legal and cultural context of schools and leadership. The student will learn how to view himself or herself as a leader and as a member of a team by engaging in course work and field work that provide opportunities to both lead and work collaboratively.

SLP 557 Post-Assessment, Preliminary Leadership (2).

Prerequisites: SLP 554, SLP 555, and SLP 556 or concurrent enrollment.

Students provide evidence of their competency in all CCTC Program Standards and all six of the CPSELs. The course-ending formative assessment and program-ending summative assessments of their field-based project and portfolio will become part of the students' school leadership electronic portfolios. CR/NC grading.

SLP 560 Fieldwork A, Preliminary Leadership (2).

Recommended corequisite: SLP 550, SLP 551, SLP 552, and SLP 553.

Supervised field experiences at the school level to include actual job performance in both supervision and administrative work. Students will demonstrate competencies specified in approved programs. CR/NC grading.

SLP 561 Fieldwork B, Preliminary Leadership (2).

Recommended corequisite: SLP 554, SLP 555, SLP 556 and SLP 557.

Supervised field experiences at the school level to include actual job performance in both supervision and administrative work. Students will demonstrate competencies specified in approved programs. Second semester of two part course. CR/NC grading.

SLP 580 Professional School Leadership: Pre-Assessment, Induction (2).

The candidate, the university faculty member, and the site mentor together develop a professional credential induction plan for the support and professional development for the candidate based on the six themes of the 2004 CCTC Professional Standards.

SLP 581 Principles of Professional Administrative Practice: Six Themes (3).

Corequisite: SLP 580.

This course has a strong conceptual base and is organized to address principles of administrative practice per CCTC's six thematic areas. Specialization and individualization occur by determining specialized strands and individualized learning opportunities as specified in the candidate's induction plan. CR/NC grading.

SLP 582 Professional School Leadership: Post-Assessment (2).

Prerequisite: SLP 580 and SLP 581.

The expectations developed in candidate's induction plan aligned are assessed to determine if the CCTC professional standards are satisfied. Candidate expectations will be different for each candidate, depending on past experiences, current job assignments, and future development goals and plans.

Infrequently Offered Courses

The following courses are scheduled only on a "demand" basis. Students should consult the department office for information about the next scheduled offering.

GED 592 Education Course Work Synthesis (3).

Designed to assist the graduate student completing the M.A. in education to integrate previous course work and to research new material in preparation for the master's exam. For all options. May not be used as credit toward the M.A. CR/NC grading. Three hours of seminar per week.

MUL 505 Assessment of Second Language Learners (3).

Prerequisite: Preliminary teaching credential or consent of instructor.

Study of basic concepts, principles and practices associated with the assessment of second language learners' linguistic proficiency and subject-matter knowledge. Topics include: standardized test score interpretation, evaluation of state-mandated tests, student placement, test construction and authentic assessment.

MUL 508 Language Acquisition in an Urban Setting (3).

Study of current theory and research in language acquisition including an introduction to linguistic subsystems, developmental stages, and factors impacting first and second language acquisition. Emphasis will be placed on the relevance of theory and research in an urban setting.

MUL 522 Teaching Reading and Literacy in Spanish (3).

Designed to prepare bilingual teachers to use effective methodology to teach literacy and reading to Spanish-speaking bilingual (Spanish-English) children. It includes examination of youngsters' readiness skills in Spanish, and the analysis of different methods to teach reading in Spanish.

MUL 533 Action Research for Urban Educators (3).

Prerequisite: GED 500 is recommended.

Development of research skills needed to conduct both quantitative and qualitative "action research" in an urban multicultural setting. Topics include research question formation, research design identification, data gathering techniques, display and analysis of data, creating an action plan, dissemination of information.

PPS 559 Assessment Theory and Techniques for Linguistically and Culturally Different (3).

Prerequisites: SPE 560, SPE 460 and PPS 520.

Theories and techniques for assessing pupils with diverse cultural and linguistic backgrounds. Issues related to second language development, bilingual, cognitive language development and socio-linguistic factors affecting language usage. Three hours of seminar per week.

PPS 562 Practicum in School Psychology I (3).

Prerequisite: PPS 520.

Administration, scoring and beginning interpretation of tests of psychological processing and ability/cognition as well as alternative instruments and measurements. Candidates demonstrate appropriate assessment practices through supervised practice. Experiences shadowing credentialed school psychologists and providing service learning within the public school setting is required for 150 hours or more.

PPS 564 Seminar in Multicultural Educational Assessment and Evaluation (3).

Prerequisite: PPS 520 and PPS 562.

Interpretation of ecological evaluations for pupils from diverse backgrounds with an emphasis on cross validation of results. Observations, review of records, interviews, and assessment results are considered when complete psycho-educational evaluations are written and orally presented with recommendations, goals and objectives.

PPS 566 Practicum in School Psychology II (3).

Prerequisite: PPS 520, PPS 530, PPS 562 and PPS 564.

Preschool Assessment and experience with additional standardized and alternative methods appropriate for school aged children. Presentation of cases for simulated IEP meetings. Advanced experiences shadowing school psychologists and service learning within the public schools brings practica total to 450 hours.

PPS 571 Multicultural Case Study Methods in School Psychology (3).

Prerequisites: PPS 520, PPS 562 and PPS 564.

Issues related to second language development and the assessment of English Language Learners are applied in case studies. Appropriate selection of ecological evaluations, recommendations, and standards based goals continue for a variety of eligibility categories. Simulated IEP meetings require oral presentation.

PPS 572 Assessment and Intervention for Autism, Emotional, and Behavior Disorders (3).

Prerequisites: PPS 512 and PPS 564.

Differential diagnosis of Autism, emotional disturbance and behavioral disorders. Administration and interpretation of assessments appropriate for these disabilities. Specialized interventions such as discrete trial, social stories, TEACCH, and floor time are an emphasis. Classroom observations for specialized classroom management approaches and motivational systems.

PPS 576 Advanced Research Methods for School Psychologists (3).

Prerequisite: GED 500.

Review and critique of educational research and the major approaches to educational research for the School Psychologist. Proposals for action research projects and program evaluations are created which may be later implemented during thesis projects and or credential internship or fieldwork.

PPS 577 Internship in School Counseling I (3).

Prerequisite: Consent of Instructor.

For students with arrangements with the public schools for emergency credential. A beginning experience in the field as a certified school counselor in multicultural settings at the elementary or secondary level.

PPS 578 Internship in School Counseling II (3).

Prerequisite: PPS 577.

An advanced experience in the field as a certified school counselor. Arrangements completed with public schools for emergency credentials.

PPS 585 Fieldwork for School Psychologists (3).

Prerequisite: Consent of instructor.

Supervised training in elementary and secondary school settings. Students must complete a minimum of 90 days of fieldwork and meet competency requirements in psycho-educational assessment, planning and evaluation, counseling, consultation, and behavior management.

Course is repeatable for credit until all competencies are completed. CR/NC grading. Repeatable course.

TBE 520 Introduction to Computers in Education (3).

Presents the uses of computers in educational settings, including: computer assisted instruction, criteria for software and hardware selection, computer-assisted testing, and an introduction to programming. Laboratory in educational computing provides experience in the following areas: Word processing, LOGO and BASIC programming, computerized grade books, computer-assisted testing and computer graphics.

TBE 540 Programming Applications for Educators (3).

Prerequisite: TBE 520.

Fundamentals of computer programming logic using LOGO and web page development.

Emphasis is on instructional design and the creation of classroom-related materials.

TBE 560 Preparing Computer Assisted Instruction (3).

Prerequisite: TBE 540 or consent of instructor.

Prepares students to plan and write drill and practice lessons, tutorials, simulations, tests, and supporting materials for computer assisted instruction.

TBE 570 Computer Assisted Instruction Final Project (3).

Prerequisite: TBE 560 or consent of instructor.

This capstone activity requires the student to develop, field-test and evaluate the effectiveness of a computer assisted instructional product.

ENGLISH

**College of Arts and Humanities
Department of English**

Bachelor of Arts

English Education Option
Language and Linguistics Option
Literature Option

Minors

English
Language and Linguistics

Subject Matter Preparation Program

English
Communications Option
Literature Option
Teaching of English as a Second Language (TESL)
Theater Arts Option

Master of Arts

Literature Option
Literature Option with Rhetoric and Composition Emphasis
Teaching of English as a Second Language
(TESL) Option

Certificates

Professional and Creative Writing- Undergraduate
Rhetoric and Composition- Graduate
Teaching of English as a Second Language (TESL) - Graduate

Faculty

Timothy Chin, Department Chair
Debra Best, Vanessa Wenzell, Graduate Program Coordinators
Cramer R. Cauthen, Thomas J. Giannotti, Jr., Jon Hauss, Roderick Hernandez, Kimberly Huth,
Jane Lee, Siskanna Naynaha, Helen Oesterheld, David Sherman, Ed Zoerner
Department Office: LCH E-315, (310) 243-3322
Emeriti Faculty
Larry Ferrario, Lois Feuer, Lila B. Geller, Joyce Johnson, Violet L. Jordain, Hal Marienthal,
Irene McKenna, Burckhard Mohr, David B. Rankin, Abe C. Ravitz, Ephriam Sando, Michael R.
Shafer, Lyle E. Smith, Marilyn P. Sutton, Walter Wells, Andrea White, Agnes A. Yamada,
Joanne Zitelli

Program Description and Features

Bachelor of Arts

As a major, English offers a varied and soundly based program that unifies the study of composition, language, and literature.

It prepares the student for a career in business, communications media, teaching, and for advanced study in graduate and professional schools. It is truly a versatile major.

Within the English major, students may concentrate their programs of study in literature, language and linguistics, or English education.

Our programs seek to develop skills applicable not only to all professional disciplines but also to significant tasks of life: the ability to read perceptively, write effectively and think critically. The senior seminar, English 490: Seminar in Literature, offers an integrative experience in which students work not only toward the fullest development of their skills as readers, writers and thinkers, but also toward their development as professional scholars.

Students may prepare for a career in teaching English at the secondary level (junior high or high school) by completing an approved "Subject Matter Preparation Program." Completion of such a program is the first step in meeting the state requirements for a teaching credential. As the program requirements for the "Subject Matter Preparation Program" in English have changed recently, interested students should consult the departmentally designated advisor for current information.

Master of Arts

The program leading to the Master of Arts Degree in English is a 30-semester-unit curriculum. Opportunities for emphasis in British literature, American literature, rhetoric and composition, and Teaching English as a Second Language exist in a flexible curriculum.

The Master of Arts in English prepares students for doctoral degrees or for community college teaching positions. The concentration in rhetoric and composition specifically prepares students to teach composition at the community college level; it also improves the instructional skills of in-service teachers of English in the secondary schools. Many students have discovered that work on both the undergraduate and graduate levels has provided them with the skills that enable them to succeed in business, industry, and the professions.

Within the graduate program leading to the Master of Arts, students may choose to complete a concentration in either the Teaching of English as a Second Language (TESL) or Rhetoric and Composition. Graduate students also may elect to do all of their work in the study of literature. The program is designed carefully to offer both breadth and depth and will give students a solid understanding of their discipline.

Academic Advisement

All of the full-time faculty serve as academic advisors. Students may either choose their own advisors, or they may be assigned to advisors. Students who would like to be assigned to an advisor should come to the department office for assistance.

Students are urged to see an advisor upon admission, upon completion of 60 semester units, and during the first semester of their senior year. Academic advisors may refer their students to other student services when appropriate.

Preparation

Four years of high school college-preparatory English courses must have been completed in partial fulfillment of the admission requirements of The California State University.

Graduation with Honors

Undergraduate students who have met the following criteria will be awarded departmental honors at graduation:

1. A minimum of 36 units in residence at CSU Dominguez Hills;

2. An overall grade point average of 3.6 for upper-division courses taken for the major in English at CSUDH.

Bachelor of Arts in English

Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

Minor Requirements

Single field major. No minor required.

Major Requirements (33-56 units)

Students must select one of the options listed. The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

English Education Option (56 units)

Students who complete the following will earn a B.A. in English: English Education Option and also satisfy subject matter preparation Program in English (SMPP) requirements. The SMPP is designed for students interested in a career in teaching English at the secondary school level (grades 6-12). This program satisfies the requirements set by the California Commission on Teacher Credentialing for demonstrating substantive preparation in the subject matter field of English. Completion of this approved program or passing a comprehensive examination in English fulfills one part of the requirements leading to the Single Subject teaching Credential in English. Students interested in pursuing a teaching career at the secondary level should meet regularly with their departmental advisors.

All English Education option majors must complete the 41 upper division units of core requirements given below. In addition, all students must select one of the four fields of extended Studies (Communications, Literature, Teaching English as a Second Language, Theatre Arts) and complete the 15 units worth of requirements in that field. The English Education Option is a single-field major.

A. Core Requirements

1. Lower Division Core Requirements (6 units):

The following courses or their equivalent must be completed prior to taking upper division courses:

ENG 110. Freshman Composition I (3)

ENG 111. Freshman Composition II (3)

2. Upper Division Core Requirements (39 units)

a. Composition (3 units):

ENG 457. Advanced Composition for Teachers (3)

b. Language and Linguistics (6 units):

ENG 314. English Syntax (3)

ENG 487. Introduction to Second Language Teaching and Learning (3)

3. Literature (30 units)

a. Required Courses:

ENG 307. Practice in Literary Criticism (3)

ENG 325. Poetry (3)

ENG 335. Readings in World Literature (3)

ENG 467. Shakespeare (3)

ENG 485. Literary, Media, and Culture Studies (3)

ENG 490. Seminar in Literature (3)

b. Select one course from the following:

ENG 302. English Literature to 1642 (3)

ENG 303. English Literature 1642-1832 (3)

ENG 304. English Literature 1832-present (3)

c. Select one course from the following:

ENG 340. American Literature to 1865 (3)

ENG 341. American Literature 1865-present (3)

d. Select one course from the following:

ENG 342. African American Literature (3)

ENG 345. Latina/o Literature (3)

ENG 347. Literature of Ethnicity and Gender (3)

e. Select one course from the following:

ENG 465. Chaucer (3)

ENG 476. Individual Authors and Topics: pre-1700 (3)

ENG 477. Individual Authors and Topics: post 1700 (3)

B. Field Experience (2 units)

UNV 300. Early Field Experience (2)

NOTE: UNV 300 should be taken concurrently with either ENG 485 (3) or ENG 487 (3). UNV 300 combines weekly meetings with 45 hours of fieldwork observation. Upon enrolling in UNV 300, students should contact the Center for Teaching Careers immediately (310-243-2663)

C. Portfolio and Exit Interview

In the last semester, students must also complete the following requirements for assessment of subject matter competence:

- Submission of a portfolio of assignments in literature, composition, language and linguistics, and from their option, and a self-reflective essay of 3-4 pp.
- An interview with a panel of faculty members from the English Department. This panel will certify completion of the Subject Matter Preparation Program in English.
- Additional information on assessment of subject-matter competence is available in the English Department Office.

D. Extended Studies

All English Education Option students must select one of the following four fields of Extended Studies and complete it in its entirety.

1. Communications (15 units)

COM 250. Newswriting for the Media (3)
COM 302. Law of the Mass Media (3)
COM 352. Feature and Critical Writing (3)
COM 358. Communications Graphics (3)
COM 381. Scriptwriting for the Electronic Media (3)

2. Literature (15 units)

Required Courses (9 units):

ENG 306. Backgrounds of Western Literature (3)
ENG 326. Prose Fiction (3)
ENG 327. Drama (3)

a. Select one course from the following not previously selected to satisfy the core requirements (3 units)

ENG 302. English Literature to 1642 (3)
ENG 303. English Literature 1642-1832 (3)
ENG 304. English Literature 1832-present (3)

b. Select the course from the following not previously selected to satisfy the core requirements (3 units)

ENG 340. American Literature to 1865 (3)
ENG 341. American Literature 1865-present (3)

3. Teaching English as a Second Language (15 units)

ENG 310. The Study of Language (3)
ENG 317. Sociolinguistics: Black English (3)
ENG 420. Linguistic Analysis (3)
ENG 486. Studies in Language and Literature (3)
ENG 492. Seminar in Linguistics (3)

4. Theatre Arts (15 units)

a. Required Courses (12 units):

THE 322. Oral Interpretation of Literature (3)
THE 337. Creative Dramatics (3)
THE 353. Playwriting (3)

THE 374. Directing and Stage Management (3)

b. Select one course from the following (3 units):

THE 355. World Theatre I (3)
THE 357. World Theatre II (3)

Literature Option (39 units)

A. Recommended Course:

ENG 230. Literature and Popular Culture (3)

B. Required Course (3 units):

ENG 307. Practice in Literary Criticism (3)

NOTE: ENG 307, Practice in Literary Criticism (3), must be taken before nine units in the major are completed.

C. Required Courses (15 units):

ENG 302. English Literature to 1642 (3)

ENG 303. English Literature: 1642-1832 (3)
ENG 304. English Literature: 1832-present (3)
ENG 340. American Literature to 1865 (3)
ENG 341. American Literature: 1865-present (3)

D. Select one course from the following (3 units):

ENG 342. African American Literature (3)

ENG 345. Latino/a Literature (3)

ENG 347. Literature of Ethnicity and Gender (3)

E. Select one course from the following (3 units):

ENG 314. English Syntax: Traditional (3)

ENG 315. English Syntax: Generative-Transformational (3)

ENG 413. History of the English Language (3)

ENG 414. American English (3)

F. Select one course from the following (3 units):

ENG 325. Poetry (3)

ENG 326. Prose Fiction (3)

ENG 327. Drama (3)

G. Select one course from the following (3 units):

ENG 465. Chaucer (3)

ENG 467. Shakespeare (3)

H. Required Course (3 units):

ENG 490. Seminar in Literature (3)

I. Select two additional upper division courses in English with the assistance of an advisor (6 units).

NOTE: ENG 305 and ENG 350 may not count as electives.

Language and Linguistics Option (33 units)

A. Upper Division Required Courses (24 units):

ENG 305. Critical Reading of Literature (3)

ENG 310. The Study of Language (3)

ENG 311. Phonology (3)

ENG 312. Morphology (3)

ENG 315. English Syntax: Generative-Transformational (3)

ENG 413. History of the English Language (3) or

ENG 414. American English (3)

ENG 420. Linguistic Analysis (3)

ENG 492. Seminar in Linguistics (3)

B. Select three additional upper division English courses with the assistance of an advisor (9 units).

NOTE: ENG 350 may not count as an elective.

Minor in English (15 units)

A. Required Course (3 units):

ENG 307. Practice in Literary Criticism (3)

B. Select two courses from the following (6 units):

ENG 302. English Literature to 1642 (3)

ENG 303. English Literature: 1642-1832 (3)

ENG 304. English Literature: 1832-present (3)

ENG 340. American Literature to 1865 (3)

ENG 341. American Literature: 1865-present (3)

C. Select two upper division English courses with the assistance of an advisor (6 units).

NOTE: ENG 305 and ENG 350 may not count toward the minor.

Minor in Language and Linguistics (15 units)

A. Recommended Course:

ENG 310. The Study of Language (3)

B. Upper Division Required Courses (15 units):

ENG 311. Phonology (3)

ENG 312. Morphology (3)

ENG 315. English Syntax: Generative-Transformational (3)

ENG 420. Linguistic Analysis (3)

ENG 492. Seminar in Linguistics (3)

Subject Matter Preparation Program in English (53 units)

NOTE: The following information applies only to students admitted prior to Fall 2009. Students admitted in Fall 2009 and after who plan to complete the Subject Matter Preparation Program in English should consult the English: English Education option requirements.

The Subject Matter Preparation Program in English is designed for students interested in a career in teaching English at the secondary school level. This program satisfies the requirements set by the State Commission on Teacher Credentialing for demonstrating substantive preparation in the subject matter field of English. Completion of this approved program or passing a comprehensive examination in English fulfills one part of the requirements leading to the Single Subject Teaching Credential in English. While the Subject Matter Preparation Program in English is not itself an academic major, the program can become a major with the addition of course work that would bring the unit count to that of the major in English (Literature option). Students interested in pursuing a teaching career at the secondary level should meet regularly with their departmental advisors.

This program requires completion of a core of 36 upper division units selected from the following list and 15 upper division units in one of the following areas: Communications, Literature, the Teaching of English as a Second Language, or Theater Arts.

Lower Division Core Requirements (6 units)

The following courses must be completed prior to taking upper division courses:

ENG 110. Freshman Composition I (3)

ENG 111. Freshman Composition II (3)

Upper Division Core Requirements (38 units)

1. Composition (6 units):

ENG 350. Advanced Composition (3)

Select one course from the following:

ENG 451. Advanced Creative Writing (3)

ENG 457. Advanced Composition for Teachers (3)

2. Language/Linguistics (6 units):

ENG 314. English Syntax (3)

ENG 487. Introduction to Second Language Learning and Teaching (3)

3. Literature (24 units)

Required Courses (15 units):

ENG 307. Practice in Literary Criticism (3)

ENG 325. Poetry (3)

ENG 435. Readings in World Literature (3)

ENG 467. Shakespeare (3)

ENG 485. Literary, Media, and Culture Studies (3)

Select one course from the following (3 units):

ENG 302. English Literature to 1642 (3)

ENG 303. English Literature: 1642-1832 (3)

ENG 304. English Literature: 1832-present (3)

Select one course from the following (3 units):

ENG 340. American Literature to 1865 (3)

ENG 341. American Literature: 1865-present (3)

Select one course from the following (3 units):

ENG 342. African American Literature (3)

ENG 345. Latino/a Literature (3)

ENG 347. Literature of Ethnicity and Gender (3)

4. Field Experience (2 units)

UNV 300. Early Field Experience (2)*

*Note: UNV 300 should be taken concurrently with either ENG 485 (3) or ENG 487 (3). UNV 300 combines weekly meetings with 45 hours of fieldwork observation. Upon enrolling in UNV 300, students should contact the Center for Teaching Careers immediately at (310) 243-2663.

5. In addition to the courses listed above, students must also complete the following requirements on assessment of subject matter competence:

- SMPP students graduating in Spring 2010 and after are required by the State Commission on Teacher Credentialing to complete UNV 300 (2), Early Field Experience. This class combines weekly meetings with 45 hours of fieldwork observation. Upon enrolling in UNV 300, students should contact the Center for Teaching Careers immediately (310-243-2663); (WH A-340).
- Submission of a portfolio of their assignments in literature, composition, and language and linguistics and from their option and a self-reflective essay of 3-4 pages.
- An interview with a panel of faculty members from the English Department. This panel will certify completion of the Subject-Matter Preparation Program in English.

- Additional information on assessment of subject-matter competence is available in the English Department Office.

In addition to the core requirements listed above, one of the following options must also be completed: Communications, Literature, TESL, or Theatre Arts.

Communications Option (15 units)

- COM 250. Newswriting for the Media (3)
- COM 302. Law of the Mass Media (3)
- COM 352. Feature and Critical Writing (3)
- COM 358. Communications Graphics (3)
- COM 381. Scriptwriting for the Electronic Media (3)

Literature Option (15 units)

Required Courses (9 units):

- ENG 306. Backgrounds of Western Literature (3)
- ENG 326. Prose Fiction (3)
- ENG 327. Drama (3)

Select one course from the following not previously selected to satisfy the core requirements (3 units):

- ENG 302. English Literature to 1642 (3)
- ENG 303. English Literature: 1642-1832 (3)
- ENG 304. English Literature: 1832-present (3)

Select the course from the following not previously selected to satisfy the core requirements (3 units):

- ENG 340. American Literature to 1865 (3)
- ENG 341. American Literature: 1865-present (3)

Teaching of English as a Second Language Option (15 units)

Required Courses:

- ENG 310. The Study of Language (3)
- ENG 317. Sociolinguistics: Black English (3)
- ENG 420. Linguistic Analysis (3)
- ENG 486. Studies in Language and Literature (TESL) (3)
- ENG 492. Seminar in Linguistics (3)

Theater Arts Option (15 units)

Required Courses (12 units):

- THE 322. Oral Interpretation of Literature (3)
- THE 337. Creative Dramatics (3)
- THE 353. Playwriting (3)
- THE 374. Directing and Stage Management (3)

Select one course from the following (3 units):

- THE 355. World Theatre I (3)
- THE 357. World Theatre II (3)

Master of Arts in English

Admission Requirements

All applicants to the M.A. in English must follow all application and admission procedures outlined in the university graduate application booklet. To be admitted to the program, the applicant must have earned a baccalaureate degree from an accredited university or college and a

grade point average of 3.00 or better in the last 60 semester units of upper division course work attempted (not including extension units). Applicants with majors other than English may be accepted into the program, but should expect to do additional work to gain the background necessary for success in their graduate courses.

Program Requirements

A. Prerequisites and Admission to Classified Standing

1. Graduate standing and the consent of the department chair are prerequisites to enrollment in graduate English classes.
2. Graduate students in Literature must take the Graduate Exercise, a diagnostic test designed to assess their strengths and weaknesses, in the first semester of their graduate program so that ways to remove the deficiencies may be prescribed in time to benefit the students.
3. For admission to classified standing, students must have completed nine units of graduate English (500-level) courses at CSU Dominguez Hills with an average of "B" or better. For advancement to candidacy, students must have attained classified standing and have completed nine additional graduate units in English with an average of "B" or better, in addition to having passed the Graduate Exercise.

B. Graduation Requirements

1. Each student's program must be approved by the graduate coordinator. No more than nine units selected from upper division undergraduate offerings in English may count toward the master's degree in English.
2. Graduate students who pass the Graduate Exercise in literature will have satisfied the Graduation Writing Assessment Requirement. Students in the MA TESL program must earn a score of eight or better on the Graduation Writing Examination (GWE) or earn a grade of "B" or better in one of the certifying writing courses at CSU Dominguez Hills.
3. To complete assessment of subject matter competence, Literature and Rhetoric/Composition program graduate students who have earned 15-21 units must: (i) revise their passing Graduate Exercises, lengthening them with writing that shows learning gains; and (ii) participate in an interview with members of the Graduate Committee who will communicate their assessment of the revisions and consult with the student about subsequent work in the program.
4. In addition to successful completion of required coursework, all Literature and Literature & Rhetoric/Composition candidates must achieve a passing score on a Comprehensive Examination. Students who have earned a 3.75 GPA may elect to undertake a Thesis, provided that they can form a thesis committee with the relevant specialization and have their proposal approved by the graduate committee.
5. Students must complete all requirements for the M.A. within seven years.
6. In addition to the major requirements, students must meet all university requirements for the master's degree. Students should consult the section of the catalog entitled "Requirements for the Master's Degree."
7. A reading knowledge of at least one foreign language is a valuable research and teaching tool. While a formal foreign language requirement is not part of this program, those planning to pursue a Ph.D. in English should prepare themselves to meet the doctoral requirement calling for reading ability in two foreign languages.

Literature Option (30 units)

The Master of Arts in English is a degree in literature, the heart of the discipline. The program provides for both breadth and depth in the study of literature.

Students may choose to do all of their work in literature or may elect an emphasis in Rhetoric and Composition.

A. Prerequisites:

1. ENG 307. Practice in Literary Criticism (3)
ENG 490. Seminar in Literature (3) or
Any single-author course.
2. Select three courses from the following:
ENG 302. English Literature to 1642 (3)
ENG 303. English Literature: 1642-1832 (3)
ENG 304. English Literature: 1832-present (3)
ENG 340. American Literature to 1865 (3)
ENG 341. American Literature: 1865-Present (3)

B. Required Courses (6 units):

- ENG 501. Advanced Studies in Literature (3)
ENG 545. Literary Criticism (3)

C. Select one course from the following (3 units):

- ENG 530. Seminar: Studies in Medieval Literature (3)
ENG 535. Seminar: Studies in Renaissance Literature (3)

D. Select one course from the following (3 units):

- ENG 540. Seminar: Studies in Restoration and Eighteenth-Century Literature (3)
ENG 543. Seminar: Studies in Romantic Literature (1789-1832) (3)
ENG 546. Seminar: Studies in Victorian Literature (1832-1901) (3)
ENG 552. Seminar: Studies in American Literature to 1900 (3)

E. Select one course from the following (3 units):

- ENG 549. Seminar: Studies in Modern British Literature (3)
ENG 555. Seminar: Studies in American Literature after 1900 (3)

F. Select five additional courses in English (15 units)*.

G. Comprehensive Examination or Thesis.

Literature Option with Rhetoric and Composition Emphasis*

The emphasis in Rhetoric and Composition is a specially designed program for students who plan to teach writing at the secondary or community college level. Students may be offered the opportunity to gain practical experience by working as tutors in the writing program. Students who choose this emphasis are required to take the "Required Courses" listed below to satisfy Section F in the Literature Option.

A. Required Courses (15 units):

- ENG 570. Seminar in Writing (3)
ENG 571. Discourse Analysis (3)

- ENG 575. The Teaching of Composition (3)
ENG 576. History and Theories of Rhetoric (3)
ENG 577. Current Issues in Rhetoric and Composition (3)

Teaching of English as a Second Language (TESL) Option (30 units)

The Master of Arts in English Option in the Teaching of English as a Second Language (TESL) is a 30-unit program of study designed for graduate students planning careers in TESL/TEFL at the secondary school or college level in this country or abroad. This program combines upper division and graduate level course work in English and linguistics.

A. Prerequisites

1. Required Prerequisite Courses:

- ENG 311. Phonology (3)
ENG 312. Morphology (3)
ENG 315. English Syntax: Generative-Transformational (3)
2. A minimum of one year's work in a foreign language.

B. Required Courses (30 units):

- ENG 513. History of English (3)
ENG 514. American English (3)
ENG 581. Semantics, Pragmatics, and Discourse (3)
ENG 582. Linguistic Analysis (3)
ENG 583. Psycholinguistics (3) or
ENG 584. Sociolinguistics (3)
ENG 585. Second Language Acquisition (3)
ENG 586. Teaching Language and Literature in the ESL Context (3)
ENG 587. Current Issues in TESL/Applied Linguistics (3)
ENG 588. Pedagogical Grammar for TESOL (Teaching of English to Speakers of Other Languages) (3)
ENG 592. Topics in Linguistics: Linguistics Theory (3)

C. A passing score on Comprehensive Examinations.

D. Select a practicum with the prior approval of the
TESL Coordinator.

Certificate in Professional and Creative Writing (18 units)

The Professional and Creative Writing Certificate Program is designed to expand the skills and knowledge of students interested in writing. The certificate program prepares students for work as writers, editors or teachers, but also for jobs in any field that requires creative thinking and clear expression. Drawing on the diverse talents of faculty throughout the campus community, the program offers students intensive, practical experience in writing in their choice of creative genres (poetry, fiction, drama, screenplays, and multimedia) as well as job-oriented courses in professional, technical, and scientific writing. Students write and revise in intensive workshops of limited size and take additional courses in the craft and history of their area of concentration. In addition, students get practical, real-world writing experience through internship programs in the Los Angeles area.

Upon admission to the program, student must complete 18 units with a grade of C or better in each course selected from the following:

A. Prerequisite Courses (3 units)

Select 1 course from the following:

COM 250. Writing for the Media (3) or

ENG 271. Introduction to Creative Writing (3)

B. Foundation Courses (3-6 units)

Select 1-2 courses from the following:

ENG 325. Poetry (3)

ENG 326. Prose Fiction (3)

ENG 327. Drama (3)

DMA 300. Digital Technology, Culture, and the Arts (3)

C. Elective Courses (9-12 units)

Select 3-4 courses from the following:

ANT 375. Ethnographic Methods and Techniques (3)

ANT 388. Anthropological Theories of Behavior (3)

ART 335. Interactive Multimedia (3)

ART 346. Digital Graphics II (3)

BIO 490. Senior Project (3)

CHS 490. Theories and Methods in Chicana/Chicano Studies (3)

CHS 497. Research Methods in the Chicano Community (3)

COM 342. Advertising Copywriting (3)

COM 346. Reporting and Information Gathering (3)

COM 352. Feature and Critical Writing (3)

COM 366. Public Relations Writing (3)

COM 381. Scriptwriting for Electronic Media (3)

CSC 301. Computers and Society (3)

ENG 451. Advanced Creative Writing (repeatable for credit) (3)

SPA 340. Practical Spanish for Interpreters and Translators (3)

THE 353. Playwriting (3)

D. Internship Requirement (3 units)

ENG 494. Independent Study (3)

Certificate in Rhetoric and Composition (15 units)

The Certificate in Rhetoric and Composition is a program that may be taken with or apart from any degree program or major. Many students who have completed graduate degrees have found this certificate program both exciting and helpful. The following courses must be completed for this certificate. Candidates must maintain a grade point average of 3.0 or better in the program.

ENG 570. Seminar in Writing (3)

ENG 571. Discourse Analysis (3)

ENG 575. The Teaching of Composition (3)

ENG 576. History and Theories of Rhetoric (3)

ENG 577. Current Issues in Rhetoric and Composition (3)

Certificate in the Teaching of English as a Second Language (TESL) (24 units)

The Certificate in the Teaching of English as a Second Language (TESL) is a post-baccalaureate program of study designed for teachers and prospective teachers seeking competence in the teaching of English to speakers of other languages. The program combines upper division and graduate courses in English, linguistics and education. Courses completed as part of other programs of study may be applicable toward the certificate. Candidates must maintain a grade point average of 3.0 or better in the program.

A. Prerequisites:

1. Required Prerequisite

ENG 310. The Study of Language (3)

2. An acceptable baccalaureate degree from an accredited institution and a grade point average of 2.5 or better over the last 60 semester units attempted.

3. A minimum of one year's work in a foreign language.

B. Required Courses (24 units):

ENG 311. Phonology (3)

ENG 312. Morphology (3)

ENG 315. English Syntax: Generative-Transformational (3)

ENG 420. Linguistic Analysis (3) or

A course in contrastive analysis or

ENG 582. Seminar: Linguistics Analysis (3)

ENG 492. Seminar in Linguistics (3) or

ENG 592. Seminar: Topics in Linguistics (3)

ENG 419. Psycholinguistics (3) or

ENG 583. Seminar: Psycholinguistics (3)

ENG 486. Studies in Language and Literature (TESL) (3) or

ENG 586. Teaching Language and Literature in the ESL Context (3)

ENG 585. Second-Language Acquisitions (3)

C. Select a practicum with the prior approval of the TESL Coordinator.

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

Non-Baccalaureate- Early Start*

ESE 1 Early Start English (1)

Provides students with an opportunity to practice critical reading and writing necessary for success in college-level classes; engage in discussions in an academic discourse; strengthen grammatical and mechanical skills; and learn appropriate resources and standards important to success in English classes.

ESE 88 Early Start Developmental Reading (3)

Intensive work in basic reading and writing skills with emphasis on college-level reading and writing. CSU English Placement Test scores of T-141 or below are required to complete this course prior to enrolling in ENG 110. May be taken concurrently with ESE 099. Graded CR/NC.

ESE 99 Early Start Basic Writing Workshop (3)

English Placement Test T-scores of T-141 or lower. Focus on clear, correct sentences, with an introduction to paragraphing in the context of the essay. Essays concentrate on narrative and personal experience leading to critical exposition. May be taken concurrently with ESE 088. Graded CR/NC.

*NOTE: Early Start English (ESE) courses are offered summer term only for incoming freshmen. Contact the Office of Admissions and Records for more information.

Non-Baccalaureate

ENG 088 Developmental Reading (3).

(no baccalaureate credit)

Intensive work in basic reading and writing skills with emphasis on college-level reading and writing. CSU English Placement Test scores of T-140 or below are required to complete this course prior to enrolling in ENG 110. Graded CR/NC.

ENG 099 Basic Writing Workshop (3).

(no baccalaureate credit)

English Placement Test T-scores of T-146 or lower. Focus on clear, correct sentences, with an introduction to paragraphing in the context of the essay. Essays concentrate on narrative and personal experience leading to critical exposition. Graded CR/NC.

Lower Division

ENG 108 Freshman Composition I: Stretch 1 (3)

Prerequisite: ENG 088 or EPT 141-146, inclusive

Basic Writing Skills emphasizing exposition and textual analysis. First part of two-term sequence. Graded A-C/NC.

ENG 109 Freshman Composition I: Stretch 2 (3)

Prerequisite: ENG 108

Basic Writing Skills emphasizing exposition and textual analysis. Second part of two-term sequence. Graded A-C/NC.

ENG 110 Freshman Composition I (3).

Prerequisite: English Placement Test T-score above 146 or EPT T-score of 136 or below and ENG 088 and 099 or EPT T-score ranging from T-137 to T-146 and ENG 99.

Basic writing skills emphasizing exposition and textual analysis. Graded A-C/NC.

ENG 111 Freshman Composition II (3).

Prerequisite: ENG 110 or equivalent.

Reinforcement of basic writing skills with emphasis on persuasion and argumentation, including a documented essay. Aids in writing convincing arguments and assembling, organizing, and documenting evidence supporting a thesis. Graded A-C/NC.

ENG 230 Literatures and Popular Culture (3).

Prerequisite: ENG 110 required. ENG 111 recommended.

Ways of reading literature and popular culture to enhance understanding, appreciation, and enjoyment. Requires frequent writing assignments.

ENG 271 Introduction to Creative Writing (3).

Prerequisites: ENG 110 and ENG 111 or their equivalents.

Experiences in creative writing through encounters with selected literary works.

Upper Division

ENG 302 English Literature to 1642 (3).

Prerequisite: ENG 111.

Survey of British poetry, drama, and prose to 1642.

ENG 303 English Literature: 1642-1832 (3).

Prerequisite: ENG 111.

Survey of British poetry, drama, and prose, 1642-1832.

ENG 304 English Literature: 1832 -Present (3).

Prerequisite: ENG 111.

Survey of British poetry, drama, and prose, 1832-present.

ENG 305 Critical Reading of Literature (3).

Prerequisite: ENG 111.

Analysis of literature to develop critical reading skills. Intended for students in Liberal Studies and Linguistics; may not be counted toward major/minor in English with Literature option.

Written exercises required.

ENG 306 Backgrounds of Western Literature (3).

Prerequisite: ENG 111.

Analysis of Old and New Testaments, Greek and Roman myths, and literature based on these.

Recommended for Spanish and French majors.

ENG 307 Practice in Literary Criticism (3).

Prerequisite: ENG 111.

Practice in literary criticism from contemporary theoretical perspectives. For Literature majors and minors in English. Written exercises regularly required.

ENG 308 Critical Approaches to Children's Literature (3).

Prerequisite: ENG 111.

Critical approaches to children's literature with emphasis on topics such as history, genre, style, and image. Course may cover works through adolescent literature.

ENG 310 The Study of Language (3).

Prerequisite: ENG 111.

Traditional and modern approaches to the study of language. Fundamentals of phonology and grammar. (Same as FRE 310.)

ENG 311 Phonology (3).

Prerequisite: ENG 111.

The phonetics of a variety of languages and the phonetic phenomena that occur in natural languages. Practice in the perception and transcription of such phenomena. Introduction to the traditional and current views of phonological theory.

ENG 312 Morphology (3).

Prerequisite: ENG 111.

Descriptive and historical (etymological) analysis of the structure of words in English and other languages: common roots, base forms, and affixes; rules of word formation; semantic change.

ENG 314 English Syntax: Traditional (3).

Prerequisite: ENG 111.

The structure and meaning of sentences, approached through traditional models of grammar; the role of syntax in writing and composition.

ENG 315 English Syntax: Generative-Transformational (3).

Prerequisite: ENG 111.

The structure and meaning of sentences, approached through the generative-transformational model of grammar; the role of syntax in writing and composition.

ENG 317 Sociolinguistics: Black English (3).

Prerequisite: ENG 111.

The linguistic features and the social, cultural, and historical background of Black English, with an emphasis on how it relates to other English dialects and its educational implications.

ENG 325 Poetry (3).

Prerequisite: ENG 111.

Analysis of various forms of poetry, with an emphasis on American and British writers from various eras. Students will learn and apply conventions of oral poetry. Written exercises required.

ENG 326 Prose Fiction (3).

Prerequisite: ENG 111.

Forms of prose fiction from different periods and national literatures. Written exercises required.

ENG 327 Drama (3).

Prerequisite: ENG 111.

Forms of drama by major playwrights from different periods and national literatures. Written exercises required.

ENG 335 Readings in World Literature (3).

Prerequisite: ENG 111.

Intensive study of selected major writers from the world's literature, read in translation. (Note: Formerly listed as ENG 435.)

ENG 340 American Literature to 1865 (3).

Prerequisite: ENG 111.

Intensive study of selected American works.

ENG 341 American Literature: 1865-Present (3).

Prerequisite: ENG 111.

Intensive study of selected American works.

ENG 342 African American Literature (3).

Prerequisite: ENG 111.

Study of works by African American authors. Historical development of the tradition from its beginnings to the present. Genres include poetry, drama, fiction, and autobiography. Key themes include connection to folk and oral traditions and the role of literature in social protest.

ENG 345 Latino/a Literature (3).

Prerequisite: ENG 111.

Study of works by U.S. Latino/a authors. Attention to historical and cultural contexts. Comparative analyses of themes such as identity and community with respect to race, class, gender, sexuality, migration and citizenship.

ENG 347 Literature of Ethnicity and Gender (3).

Prerequisite: ENG 111.

Readings in such areas as Latino American, Asian American, and women's literature. Topic will vary. May be repeated up to six units for the major or minor in English.

ENG 350 Advanced Composition (3).

Prerequisite: ENG 111 or equivalent.

Rhetorical modes, techniques of emphasis, strategies of editing and revising. May not be counted toward major/minor or M.A. in English except for teacher candidates; may count only twice

toward elective credit. Satisfies graduation competency-in-writing requirement. Graded A-C/NC. Repeatable course. Fee required.

ENG 351 Composition for Elementary School Teachers (3).

Prerequisite: Satisfaction of the GWAR.

Advanced writing course. Focus on children's writing development, writing process and techniques for teaching composition, and further development of writing abilities of prospective elementary school teachers.

ENG 352 Writing and Speaking Skills for Management (3).

Prerequisites: Satisfaction of the GWAR.

Principles and skills of effective communication within organizational management. This course concentrates on eliciting desired responses through various types of business communication in writing. May be counted only once toward major/minor and twice for elective credit. Graded A-C/NC. Repeatable course.

ENG 413 History of the English Language (3).

Prerequisite: ENG 111.

The evolution of English from its Indo-European origins, through Old and Middle English, to the rise and spread of Modern English.

ENG 414 American English (3).

Prerequisite: ENG 111.

American English from colonial times to the present. Contacts with native, colonial, and immigrant languages and regional, social, and ethnic dialects.

ENG 419 Psycholinguistics (3).

Prerequisites: ENG 111 and ENG 310 or ENG 314 or one course in psychology.

Current theory and research in the psychology of language and its historical background, including experiments on speech production and comprehension, acquisition of language by children, and disorders of speech and language.

ENG 420 Linguistic Analysis (3).

Prerequisites: ENG 111 and ENG 311 or ENG 314.

Descriptive and formal analysis of phonological, syntactic, and/or historical data from a variety of human languages. Repeatable course.

ENG 451 Advanced Creative Writing (3).

Prerequisites: ENG 111 and consent of instructor.

Practice in various forms of imaginative writing. Repeatable course.

ENG 457 Advanced Composition for Teachers (3).

Prerequisite: Satisfaction of the GWAR.

Advanced writing course for prospective secondary school teachers, designed to develop understanding of writing process and techniques for teaching composition. Course also stresses development of students' own strengths as writers.

ENG 465 Chaucer (3).

Prerequisite: ENG 111.

Chaucer's major poetry, its historical and literary background.

ENG 467 Shakespeare (3).

Prerequisite: ENG 111.

Literary analysis of selected comedies, histories, and tragedies. Students will learn and apply performative aspects of Shakespeare's plays.

ENG 476 Individual Authors and Topics Pre-1700 (3).

Prerequisite: ENG 111.

Intensive study of a major author, group of authors, or focused topic from the pre-1700 period.

ENG 477 Individual Authors and Topics Post-1700 (3).

Prerequisite: ENG 111.

Intensive study of a major author, group of authors, or focused topic from the post-1700 period.

ENG 485 Literary, Media and Culture Studies (3).

Prerequisite: ENG 111.

Practice in devising strategies appropriate to the needs of students in grades 7-12. Emphasis on techniques of developing textual, media, and cultural literacies, of analyzing genres, of making literature, media, and popular culture accessible, and of generating essay topics from these sources.

ENG 486 Studies in Language and Literature (TESL) (3).

Prerequisite: ENG 111.

Intensive study of linguistic and literary materials for teachers of English as a Second language.

ENG 487 Introduction to Second-Language Learning and Teaching (3).

Prerequisite: ENG 111.

Focus on linguistic, social, and cultural factors in schooling language-diverse students. Areas of concentration include first and second-language acquisition, history of second-language teaching, current second-language theoretical frameworks, and dual language teaching strategies.

ENG 490 Seminar in Literature (3).

Prerequisite: Consent of instructor.

Intensive study of one or more authors, a single historical period, a literary movement or genre, or an aspect of literary criticism. Repeatable course. Three hours of seminar per week.

ENG 492 Seminar in Linguistics (3).

Prerequisites: Senior standing and consent of instructor.

Investigations in the historical and/or theoretical foundations of modern linguistics. Repeatable course. Three hours of seminar per week.

ENG 494 Independent Study (1-4).

Prerequisites: Consent of instructor and department chair.

Intense reading or an original research project or creative writing under faculty supervision.

Arrangements must be made a semester in advance of registration. Repeatable course.

ENG 496 Internship (1-3).

Prerequisite: Consent of instructor, restricted to majors.

Under the direction of the internship faculty associate, students work in various approved internship opportunities. Repeatable course. Credit/no credit grading.

ENG 497 Directed Reading (1-4).

Prerequisites: Consent of instructor and department chair.

Extensive reading in selected areas under faculty supervision. Repeatable course.

Graduate

Graduate standing or consent of the department chair is prerequisite to enrollment in graduate (500 level) courses.

ENG 501 Advanced Studies in Literature (3).

Prerequisites: Consent of instructor and department chair.

Introduction to graduate study in English. Critical reading of primary and secondary sources (including evaluation of secondary sources within the context of past and current arenas of

critical discourse); bibliographic resources; writing about literature; ethics and conventions of presentation and documentation. Three hours of seminar per week.

ENG 513 History of the English Language (3).

Prerequisite: Consent of instructor and department chair.

The evolution of English from its Indo-European origins, through Old and Middle English, to the rise and spread of Modern English.

ENG 514 American English (3).

Prerequisite: Consent of Instructor and department chair.

American English from colonial times to the present. Contacts with native, colonial and immigrant languages and regional, social and ethnic dialects.

ENG 530 Seminar: Studies in Medieval Literature (3).

Prerequisites: Consent of instructor and department chair.

A study of major works in English literature before 1500. Some focus on major continental analogues and critical methodology. Majority of the texts read in translation. Repeatable course. Three hours of seminar per week.

ENG 535 Seminar: Studies in Renaissance Literature (3).

Prerequisites: Consent of instructor and department chair.

Major works in English literature from 1500-1660. Emphasis on such representative writers as More, Spenser, Shakespeare, Marlowe, Jonson, Donne, Bacon and Milton. May include continental contemporaries such as Montaigne and Machiavelli. Repeatable course. Three hours of seminar per week.

ENG 540 Seminar: Studies in Restoration and Eighteenth-Century Literature (1660-1798) (3).

Prerequisites: Consent of instructor and department chair.

Literature of the Restoration, Neoclassic, and Sensibility eras. May include readings that provide historical, philosophical, or cultural content. Repeatable course. Three hours of seminar per week.

ENG 543 Seminar: Studies in Romantic Literature (1798-1832) (3).

Prerequisites: Consent of instructor and department chair.

Selected studies in the Romantic movement in English literature, including such precursors as Burns and Blake. Repeatable course. Three hours of seminar per week.

ENG 545 Literary Criticism (3).

Prerequisites: ENG 307 or its equivalent and consent of instructor and department chair.

Major works in literary criticism selected from Plato to the present.

ENG 546 Seminar: Studies in Victorian Literature (1832-1901) (3).

Prerequisites: Consent of instructor and department chair.

A study of major writers from the Great Reform Bill to the fin de siècle with an emphasis on literary responses to emerging scientific thought, social consciousness, and religious issues.

Repeatable course. Three hours of seminar per week.

ENG 549 Seminar: Studies in Modern British Literature (3).

Prerequisites: Consent of instructor and department chair.

Selected literary study of the modern period in England, Ireland, and the Commonwealth, as typified by such novelists and poets as Conrad, Yeats, Lawrence, Joyce, Woolf, Forster, Eliot, Auden, Thomas, Greene, and Lessing. Repeatable course. Three hours of seminar per week.

ENG 552 Seminar: Studies in American Literature to 1900 (3).

Prerequisites: Consent of instructor and department chair.

Study of American writers, texts, and topics primarily before 1900. Repeatable course. Three hours of seminar per week.

ENG 555 Seminar: Studies in American Literature after 1900 (3).

Prerequisites: Consent of instructor and department chair.

Study of American writers, texts, and topics primarily after 1900. Repeatable course. Three hours of seminar per week.

ENG 570 Seminar in Writing (3).

Prerequisites: Consent of instructor and department chair.

Intensive training in writing. Advanced study of techniques of prose discourse. Frequent writing assignments. Repeatable course. Three hours of seminar per week.

ENG 571 Discourse Analysis (3).

Analysis and description of structures and functions of language beyond the sentence level. May include textual and conversational analysis; classical rhetorical canons; speech acts; scripts/information structures; cohesion, coherence, deixis; spoken and written discourse. Three hours of seminar per week.

ENG 575 The Teaching of Composition (3).

Prerequisites: Consent of instructor and department chair.

Theory and practice in teaching composition. Three hours of seminar per week.

ENG 576 History and Theories of Rhetoric (3).

Prerequisites: Consent of instructor and department chair.

Major theories of rhetoric from ancient Greece to the present. Role of rhetoric in the history of ideas. Emphasis on multiple notions of rhetoric and attitudes toward it. Three hours of seminar per week.

ENG 577 Current Issues in Rhetoric and Composition (3).

Prerequisites: Consent of instructor and department chair.

Intensive study of selected topics in rhetoric and composition such as invention and the teaching of writing, issues in literacy instruction, rhetoric and contemporary culture, composition and cognitive development, the composing process in a rhetorical framework, linguistic approaches to rhetoric. Repeatable course. Three hours of seminar per week.

ENG 581 Semantics, Pragmatics, and Discourse (3).

Prerequisite: Graduate standing or consent of instructor.

Overview of semantics and the major approaches to pragmatics and discourse analysis. Three hours of seminar per week.

ENG 582 Seminar: Linguistic Analysis (3).

Seminar in the descriptive and formal analysis of phonological, syntactic, and/or historical data from a variety of human languages. Repeatable course. Three hours of seminar per week.

ENG 583 Seminar: Psycholinguistics (3).

Seminar in current theory and research in the psychology of language and its historical background, speech production and comprehension, acquisition of language, disorders of speech and language. Three hours of seminar per week.

ENG 584 Seminar: Sociolinguistics (3).

Examinations of varieties of English and social aspects of language use. Topics include dialectology, pidgin and creoles, bilingualism, code-switching, and intercultural communication. Three hours of seminar per week.

ENG 585 Second Language Acquisition (3).

Prerequisites: Consent of instructor and department chair.

Theories of second-language acquisition second-language learning, bilingualism, and sociocultural variables of language uses, with particular emphasis on the young adult and adult learner. Three hours of seminar per week.

ENG 586 Teaching Language and Literature in the ESL Context (3).

Prerequisites: Consent of instructor and department chair.

Intensive study of linguistic and literary materials for ESL teachers. Three hours of seminar per week.

ENG 587 Seminar: Current Issues in TESL/Applied Linguistics (3).

Intensive study of selected topics in TESL/Applied Linguistics such as ESL Writing/Composition, Reading and Vocabulary Acquisition, Pedagogy of Spoken English, Curriculum and Program Design, Testing/Evaluation. Repeatable course. Three hours of seminar per week.

ENG 588 Pedagogical Grammar for TESOL (3).

Examination of areas of English grammar typically taught to non-native speakers. To familiarize prospective ESL teachers with classroom terminology, techniques and materials. Develop ability to analyze and explain grammatical phenomena in terms accessible to ESL students.

ENG 590 Seminar in Literature (3).

Prerequisite: Consent of chair.

Study of a writer, period, genre, theme, or problem in literature. Repeatable course. Three hours of seminar per week.

ENG 592 Seminar: Topics in Linguistics (3).

Prerequisites: Consent of instructor and department chair.

Advanced topics in phonological, syntactic, historical-comparative or contrastive theory and analysis. Repeatable course. Three hours of seminar per week.

ENG 594 Independent Study (1-4).

Prerequisites: Consent of instructor and department chair.

In consultation with a faculty member, the student will investigate in detail current scholarship in some area, or will undertake a project involving original research or creative writing. Repeatable course.

ENG 595 Selected Topics (3).

An intensive study of a selected issues in literature or linguistics. Repeatable course. Three hours of seminar per week.

ENG 597 Directed Reading (1-4).

Prerequisites: Consent of instructor and department chair.

Extensive reading in selected areas under the guidance of a faculty mentor. Repeatable course.

ENG 600 Graduate Continuation Course (0).

Graduate students who have completed their coursework but not their thesis, project, or comprehensive examination, or who have other requirements remaining for the completion of their degree, may maintain continuous attendance by enrolling in this course. Signature of graduate program coordinator required.

Infrequently Offered Courses

The following courses are scheduled only on a "demand" basis. Students should consult the department office for information about the next scheduled offering.

ENG 343 African-American Poetry and Drama (3).

Prerequisite: ENG 111.

Historical development of African-American poetry from its roots. Study of major African-American plays. Focus on poetry and drama as media informing particular aspects and textures of the Black American experience.

ENG 344 African-American Prose (3).

Prerequisite: ENG 111.

Selected African-American works of fiction and non-fiction. Analysis of themes, techniques and symbols. Special attention given to folkloric elements; i.e., blues, dozens, folktales, etc., as they are employed in the literature.

ENG 433 Thematic Approaches to Literature (3).

Prerequisite: ENG 111.

An exploration of literature organized around such themes as Women Writers or Death and Dying, using works from a variety of cultures and historical periods. Repeatable course.

ENG 591 Integrative Seminar in Literature (3).

Prerequisites: Consent of instructor and department chair.

Comparative study of genres, literary movements, or authors over more than one period.

Repeatable course. Three hours of seminar per week.

ENG 593 Research Methods in Applied Linguistics (3).

Prerequisites: Consent of instructor and department chair.

Survey of research methods in applied linguistics, including problem description, data collection and analysis, interpretation of results. Preparation of Final Project. Three hours of seminar per week. Repeatable but may count only once toward the MA degree.

ENVIRONMENTAL SCIENCE
College of Natural and Behavioral Sciences
Department of Earth Science and Geography

Master of Science

Faculty

Ashish Sinha, Program Coordinator

Brynne Bryan (Biology), John Keyantash (Earth Sciences), Judy King (Earth Sciences), Terrence McGlynn (Biology), Brendan McNulty (Earth Sciences), Ralph Saunders (Earth Science), John Thomlinson (Biology), Connie Vadheim (Biology)

Department Office: NBS Dean's Office LIB 5734, (310) 243-2547

Program Description

The Master in Science in Environmental Science is an interdisciplinary program housed in the College of Natural and Behavioral Science (NBS). The mission of the program is to prepare the leaders, thinkers and planners necessary to address and solve environmental challenges using interdisciplinary approaches. Because of our location and internship opportunities, the emphasis of the program is on the unique problems of the urban environment. The program is appropriate for students with interests in careers in government, urban or environmental planning, environmental education, research, journalism, law, and academia.

Features

The program is interdisciplinary, with core and elective courses drawn from the natural and social sciences. Core courses introduce the student to the unique problems of the urban environment, to environmental analysis, policy and planning, to mathematical and analytic skills to address environmental problems, and the original research literature in environmental science. Elective courses allow students the flexibility to tailor their academic programs to meet specific goals. Students obtain real-world experience in the urban environment through internships in government, non-governmental, or other agencies and organizations. The academic program culminates with an original research project leading to a thesis.

Career Possibilities

Among the many employment opportunities available for recipients of an M.S. in Environmental Science are government agencies, particularly in the areas of environmental protection and management, water, sewer and power-generation utilities, analytic laboratories, environmental and engineering firms, private industry and management, and non-profit organizations. Potential areas of employment include forestry, agriculture, fisheries management, environmental education, air quality analysis or control, soil conservation, environmental lobbying, remote sensing, urban and regional planning, soil and water conservation, environmental policy analysis, environmental impact analysis, environmental planning, conservation systems analysis, earth science, oceanography, hydrology, seismology, and environmental social impact analysis. In addition, the M.S. in Environmental Science is excellent preparation for further academic pursuits, such as a Ph.D. in environmental science or a degree in environmental law.

Admission Requirements

Applicants must hold a bachelor's degree in a natural or social science from an accredited university with a minimum grade point average of 3.0 overall or 3.0 in the last 60 upper division semester (90 quarter) units of upper division course work, and have completed two courses in a field related to environmental science and a statistics course, with grades of "B" or better.

Applicants must also document writing proficiency by submitting administrative evidence of graduate writing proficiency. This is usually the satisfactory completion of an upper-division writing course or a writing exit examination prior to receiving the undergraduate diploma. In the CSU system this writing competency is called the Graduation Writing Assessment Requirement (GWAR). MSES applicants must provide evidence of satisfying the GWAR (or equivalent) at the graduate level of proficiency. The MSES program regards the graduate level of proficiency as a grade of B or higher in ENG 350, or a score of 8 or higher on the Graduate Writing Examination (GWE). For graduates from other institutions, there is an alternative procedure to satisfy the GWAR requirement—the Petition for Fulfillment of GWAR—explained in the section Graduation Writing Assessment Requirement of the CSUDH University Catalog. Applicants 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 one of the following:

An IELTS overall band score of at least 7.0 is the minimum required for applicants to the Environmental Science Master's Program at CSUDH.

A TOEFL score of at least 560 on the paper and pencil test or at least 87 on the internet-based test is the minimum required for applicants to the Environmental Science Master's Program at CSUDH.

For the internet-based TOEFL (TOEFL iBT), the following are recommended minimum scores for each section:

- Writing: 25
- Speaking: 24
- Reading: 21
- Listening: 17

Applications are not considered complete without the test scores.

These test scores should be sent along with your other application materials to the address provided above.

Please note that scores are considered valid for only two years, and that if several scores are submitted, only the most recent is considered.

Students who meet all but one requirement of the MSES program may be admitted in conditionally classified status at the discretion of the Program Coordinator. They must meet all conditions by the end of the first academic year.

Admission Procedures

Admission to the program involves two applications. Prospective students must:

1. Submit an application to the University for admission with graduate standing, following the procedures outlined in the Admissions section of the University Catalog.
2. Students are strongly advised to contact a potential Faculty mentor prior to submitting application materials to increase the possibility of enrollment.
3. Submit to the M. S. in Environmental Science Program Coordinator:
 - A letter describing interests, goals and expectations in pursuing the master's degree in environmental science.
 - Two letters of recommendation sent directly from individuals who can evaluate potential for graduate study.
 - Verification of completion of the GWAR with a score of eight or above OR IELTS or TOEFL scores.

- Official undergraduate transcripts (separate official copies from those sent to University Admissions).

4. The application deadline for the **Fall semester is May 1st**. Applications for the **Spring semester are due November 1st**.

Application materials can be sent to:

California State University Dominguez Hills
 College of Natural and Behavioral Sciences, Dean's Office
 Library 5734
 ATTN: Environmental Science Program Coordinator
 1000 E. Victoria Carson, CA 90747

Academic Advisement

Upon acceptance to the program, each student will select or be assigned to a faculty advisor and plan an individualized program of study based on the student's interests and career goals. All students in the program will be required to be advised every semester to assess student progress and program effectiveness.

Master of Science in Environmental Science

Degree Requirements (30 units)

The M.S. in Environmental Science requires completion of 30 units, at least 21 of which must be at the graduate (500-level).

A. Required Courses (24 units)

BIO 510. The Urban Environment (3)

BIO 502. Biostatistics (3) or

PSY 530. Advanced Analysis of Variance and Multivariate Techniques (3)

ANT 555. People, Culture, and the Environment (3)

GEO 433. Environmental Analysis and Planning (3)

ENV 590. Graduate Seminar in Environmental Science (must be taken at least twice; 1-2 units each)

ENV 596. Internship in Environmental Science

ENV 598. Directed Research (3)

ENV 599. Thesis (3)

B. Electives (6 units):

In consultation with an academic advisor, each student will select 2 elective courses from the following list. Elective courses will be selected that best suit the academic background and career goals of the student. Other courses may be substituted with the approval of the academic advisor and Program Coordinator.

Biology

BIO 410. Landscape Ecology (3)

Chemistry

CHE 474. Geochemistry (3)

Geography

GEO 405. Advanced Cartography (3)

GEO 408. Remote Sensing and Image Processing (3)
GEO 412. Rivers and Streams (3)
GEO 415. Geographic information Systems (3)
GEO 416. Earth's Climates (3)
GEO 420. Natural Resources (3)

Geology

EAR 410. Environmental Geology (3)
EAR 460. Global Change (3)
EAR 476. Groundwater (3)

Sociology

SOC 408. Survey Research (3)

C. Thesis

A written thesis, based on an original research project in environmental science, and an oral defense of the thesis are required for completion of the degree.

Each student must select a thesis advisor and two faculty to serve as the graduate thesis committee. When additional expertise is required, a member may be from another institution, but at least two committee members, including the Chair, must be full-time CSUDH faculty.

The student in consultation with his or her major advisor will prepare a research proposal along with a time line to completion. The proposal must outline the problem, its significance, and the methods to be employed to collect and analyze data. The proposal must be approved by the two other members of the thesis committee and submitted to the Program Coordinator.

The thesis will be evaluated on the basis of originality, critical and independent thinking, appropriate organization and format, and thorough documentation. Upon the completion and acceptance of the thesis, the student and advisor will arrange for an oral defense of the thesis. This ordinarily takes the form of a seminar to which the faculty, students and public are invited to attend.

D. Continuing Student Status

Students must maintain continuous enrollment throughout the graduate program and during the semester they graduate. Students who miss a semester must reapply to the university and to the program. Students who have completed all course work and are working on their thesis may enroll in ENV 600, Graduate Continuation Course (0 units), or equivalent, to maintain continuous attendance.

E. Grades

An overall "B" average is required in courses in the student's program and all courses must be passed with a grade of "B-" or above.

F. Policy on Revalidation of Outdated Course Work

All course work taken in the master's degree program must be completed within the five years immediately preceding the date of graduation. Revalidation of outdated course work may be requested from the University Graduate Studies Office through the Environmental Science Program Coordinator. Outdated course work means courses that were completed between five

and seven years immediately preceding the date of graduation. The request must be accompanied by a petition from the program Coordinator that verifies that the student has done one of the following:

1. repeated the course and passed it with a grade of B or better;
2. taken the exams and completed the assignments of the course as it is currently offered and earned a grade of B or better;
3. taken and passed a written comprehensive exam which covers the course contents.

G. Classified Standing

If a student has been admitted to Conditionally Classified status he or she must fulfill the conditions for Classified standing by the end of the first year after admission. The student must submit an Application for Classified Standing to the Dean of Graduate Studies, who will forward the request to the Environmental Science Coordinator. To receive classified standing, the student must have:

1. completed all prerequisite courses and requirements including the GWAR;
2. a grade point average of 3.0 or better in all courses taken at CSUDH and received a grade of B- or better in all courses.

H. Advancement to Candidacy

An application for advancement to candidacy is submitted when the student has completed most of the course work and has begun thesis research. Application is made through the Program Coordinator and must be done before the student can submit the thesis. This application will list the student's program of courses and other requirements which must be completed for the degree. The Program Coordinator sends the advancement to candidacy form to the College Dean and Graduate Dean who forwards it to the graduation unit of the registrar's Office. It is used for the degree check after the student has submitted an Application for Graduation form to the office of the Registrar.

I. University Requirements

In addition to the program requirements, students must meet all university requirements for the master's degree. Students should consult the section of the catalog entitled "Requirements for the Master's Degree."

Course Offerings

ENV 590 Graduate Seminar (1, 2).

Prerequisite: Graduate standing in the M.S. in Environmental Science Program or approval by the Program Coordinator.

Presentation and discussion of selected topics in environmental science. One to two hours of seminar per week. Repeatable course. A maximum of four units may be applied to the master program.

ENV 596 Internship in Environmental Science (3).

Prerequisite: Graduate standing in the M.S. in Environmental Science Program and approval by the Program Coordinator.

Supervised internship, in the student's area of interest, with a participating agency or company. The internship will be chosen in consultation with the Program Coordinator. A minimum of nine hours per week of internship activity and a final written report are required. CR/NC grading.

ENV 598 Directed Research (3).

Prerequisite: Graduate standing in the M.S. in Environmental Science Program and approval by the Program Coordinator. CR/NC grading.

Laboratory and/or field research on a specific subject in environmental science. The research is to be approved and directed by the instructor. Repeatable course. A maximum of three units may be applied to the master's degree.

ENV 599 Thesis (3).

Prerequisite: Graduate standing in the M.S. in Environmental Science Program and approval by the Program Coordinator.

Research and writing of a thesis to fulfill the thesis requirement for the master's degree. The topic of the thesis to be approved and supervised by the Graduate Advisor, in consultation with the student's Graduate Thesis Committee. Repeatable course. A maximum of three units may be applied to the master's degree. CR/NC grading.

ENV 600 Graduate Continuation Course (1).

Prerequisite: Graduate standing in the M.S. in Environmental Science Program and approval by the Program Coordinator.

Graduate students who have completed their course work but not their thesis may maintain continuous attendance by enrolling in their course.

EXTENDED EDUCATION PROGRAMS

Bachelor of Science

Applied Studies (Distance Learning)

(for major requirements, refer to the Applied Studies section of the University Catalog)

Quality Assurance

Quality Assurance, Measurement Sciences Option

(for major requirements, refer to the Quality Assurance section of the University Catalog)

Master of Arts

Humanities External Degree

(for major requirements, refer to the Humanities External Degree section of the University Catalog)

Master of Science

Health Science, Orthotics and Prosthetics Option

(for major requirements, refer to the Health Science section of the University Catalog)

Quality Assurance

(for major requirements, refer to the Quality Assurance section of the University Catalog)

Certificates

Alcohol and Drug Counseling

Assistive Technology Specialist

(for course descriptions, refer to the Special Education section in this catalog)

Community College Teaching

Communication Sciences and Disorders

Human Resources Management

Mediation Conflict Resolution

Production and Inventory Control

Purchasing

Sport and Fitness Psychology

(for course descriptions, refer to the Psychology section of the University Catalog)

Program Staff

Ted Johnson, Adult Education Coordinator

Toni White, Alcohol and Drug Counseling Coordinator

Tajauta Ortega, program Coordinator, American Language and Culture Program

Paul Richard, Assistive Technology Coordinator

Margaret Parker, Coordinator, Communication Sciences and Disorders Program

Martha Sklar, Community College Teaching Internship Coordinator

Matthew Lockett, Humanities External Degree Coordinator

Michael Casner, Coordinator, International Training Programs

Scott Hornbeak, Orthotics and Prosthetics Coordinator

Raul Guzman, Director, OSHA Training Education Center

(vacant), Quality Assurance Degrees Coordinator

Beverly Palmer, Sport and Fitness Psychology Coordinator

La Margo Washington, Coordinator, Lifelong Learning Programs and Extension Program Development Specialist

Elena Christova, Director, Special Sessions

Elisabeth Legge, Director, Extension Programs

Program Office: WH A-320B, (310) 243-3075

Regular and adjunct faculty teach in the programs. This provides a good balance and mix of expertise. Each possesses the appropriate degree, professional certification and experience. In addition, many of the faculty are nationally recognized leaders in their field.

Extended Education Services: EE 1100, (310) 243-3741

Features

Programs offered through Extended Education are self-supporting and require tuition. For information on the fee and tuition schedules, please refer to the appropriate Extended Education bulletin.

Students should be advised that courses containing an "X" in their prefix may not meet University requirements for continuing student status. Undergraduate students may apply up to twenty-four (24) semester units earned through these programs to a baccalaureate degree with departmental approval. Graduate students may apply a maximum of nine (9) units to a graduate degree with departmental approval.

Designated Subjects Adult Education Teaching Credential

NOTE: The Designated Subjects Adult Education Teaching Credential Program is no longer accepting new students at this time. For more information, please contact Extended Education Services (310) 243-3741.

The Ryan Designated Subjects Teaching Credential Program is designed for students who meet the preliminary credential requirements and would like to fulfill the requirements for a clear Adult Education Credential as outlined by the Commission on Teacher Credentialing.

Requirements for the Two-Level Preliminary Adult Education Teaching Credential Requirements (15 units)

A. Level I Courses (6 units):

TED 418. Methods and Materials of Adult Education, Part I (2)

TED 419. Methods and Materials of Adult Education, Part II (2)

TED 421. Principles of Adult Education (2)

Professional clear credential candidates must complete the Level I classes within the first two years of the two-level preliminary credential.

B. Level II Courses (9 units):

TED 420. Computer Literacy for Teachers (1)

TED 417. Seminar in Adult Education (1)

TED 423. Supervised Field Experience (2)

TED 424. Counseling/Guidance for Teachers of Adult Education (2)

HEA 300. Health in Public Education (3)

NOTES:

1. Professional clear credential candidates must complete the Level II classes by the end of the fifth year of the preliminary credential.

2. For course descriptions, refer to the Teacher Education section of this catalog.

Alcohol and Drug Counseling Program

Program Description

The Certificate Program consists of eleven courses designed to prepare individuals to enter the field of substance abuse counseling at a professional level. All courses provide extension credit or Continuing Education Units (CEUs) for nurses and teachers, if needed. ADX 300 and ADX

301 courses may be taken on an individual basis without formal entrance into the Certificate Program.

Features

The Alcohol and Drug Counseling Certificate Program provides students with the educational and practical requirements for becoming a Certified Substance Abuse Counselor (CSAC). The practicum courses provide for on-the-job training in a variety of settings. Six courses in the certificate may transfer into the core curriculum of the Bachelor of Arts in Human Services Program.

Preparation

Applicants should have completed at least two years of college or have at least two years of work experience in a health or human service agency. If applicant is a recovering substance abuser, two years of continuous sobriety is required.

Career Possibilities

The program is designed to prepare individuals to enter the field of Alcohol and Drug Counseling at a professional level. The Certificate is widely recognized by alcoholism and substance abuse treatment centers and hospitals.

Requirements (27 units)

Upon satisfactory completion of eleven courses with a 2.5 grade point average, and 300 hours of field work, the student will receive a Certificate as recognition of educational achievement and professional status.

ADX 300. Introduction to Alcoholism (3)

ADX 301. Introduction to Counseling Techniques (3)

ADX 302. Counseling the Individual (3)

ADX 303. Perspectives on Drug Abuse: Counseling the Substance Abuser (3)

ADX 304. Group Counseling Techniques (3)

ADX 306. Family Dynamics (3)

ADX 309. Treatment of Domestic Violence (3)

ADX 311. Process Addictions (3)

ADX 351. Seminar in Counseling Fieldwork I (2)

ADX 352. Counseling Fieldwork I (1)

ADX 353. Seminar in Counseling Fieldwork II (2)

ADX 354. Counseling Fieldwork II (1)

American Language and Culture Program

Program Description

The American Language and Culture Program offers a variety of specialized programs designed to meet the English needs of domestic and international students and professionals. Classes are taught by teachers with extensive international and second language experience. All teachers are certified and/or have a master degree in second language instruction.

Intensive English Program (IEP)

The IEP offers an eight week intensive English language program five times a year for students with academic or professional goals. The program is designed for those persons wishing to pass the TOEFL for entrance to an American University or for those needing a professional level of English proficiency. The core classes consist of 20 hours a week of grammar, conversation, reading, writing and listening. Optional classes in pronunciation, TOEFL, computers and others are offered as well. The program has six levels designed to move the student from beginning to

advanced in discrete steps. Qualified students from outside the U.S. are eligible for I-20s and student visas.

Worksite and Vocational ESL (VESL)

Working with local businesses and governments ALCP can design and deliver industry specific classes in vocational English and basic skills. Students can also study more advanced management and leadership skills.

Short-Term Adult and Youth Groups

International groups of teenagers, college students and adults can study English, American culture and other areas of interest at CSU Dominguez Hills while staying in on-campus housing. Classes can be combined with tourist activities and excursions. Groups typically visit during the winter and summer breaks. However, programs are available year-round.

English for Specific Purposes

Students and business persons seeking focused instruction in English vocabulary and vernacular specific to a particular industry or vocation can arrange appropriate classes to achieve this end.

Study Abroad America

The American Language and Culture Program coordinates one semester and one year study abroad experiences for international students who wish to study at CSUDH.

Assistive Technology Specialist Certificate Program

Program Description

California State University, Dominguez Hills and the Orange County Department of Education offer a Certificate Program in the area of Assistive Technology. Federal and state laws require that school personnel be prepared to offer a full range of services to disabled persons in the area of assistive technology. This certificate program will prepare individuals to fully understand and implement these state and federal mandates. All of the courses offered meet the professional development hours for licensure renewal as required by the California Speech-Language Pathology and Audiology Board.

Who Should Attend

Educational administrators, teachers, and anyone who has the desire or professional need to learn the federal and state requirements for serving the disabled within their organizations.

Requirements (15 units)

SPE 530. Introduction to Assistive Technology (3)

SPE 531. Basic Assistive Technology (3)

SPE 532. Advanced Assistive Technology (3)

SPE 533. Administration of Assistive Technology Services (3)

SPE 537. Capstone Course in Assistive Technology (3)

NOTE: For course descriptions, refer to the Special Education section of this catalog.

Community College Teaching Certificate Program

Teaching in the community college no longer requires a credential. Since the 1990-91 academic year, most community colleges require faculty to have a master's degree in a discipline currently taught at the community college level.

The Community College Teaching Certificate Program is designed for candidates who are interested in teaching in a community college, or who are new faculty at a community college.

The program consists of three courses (8 units), a two-unit survey course, a three-unit methodology course and a three-unit teaching internship at a community college.

Prerequisites

To be eligible for the program, the student must be near completion in a graduate program, possess a master's degree, or be currently employed as a faculty member in a community college.

Requirements

1. Required Courses (8 units):

GED 548. Effective College Teaching (3)

GED 549. The Community College (2)

GED 594. College Teaching Internship (3 units)

2. Minimum grade of "B" in all courses in the program.

3. Receipt of a master's degree by the time the program is completed.

Certificate in Communication Sciences and Disorders (36 units)

Mission and Goals Statement

The Certificate program is aligned with the mission of the Human Services Program. This mission is to provide diverse members of the community a university education that focuses on the knowledge and skills required to help those in need. The goals of the program are to provide a broad interdisciplinary background of the knowledge and skills needed to help improve the quality of life of those in need; to provide the opportunity for specialization in either target populations or methods of intervention; through supervised fieldwork, to provide experience applying academic knowledge and skills in human services organizations.

Program Description

The Certificate in Communication Sciences and Disorders is a pre-professional program offering students the prerequisite knowledge that is required for education leading to a career as a Speech-Language Pathologist. Topics include speech and language development and disorders, relevant anatomy and physiology, audiology and audiometry, phonetic transcription of typical and disordered speech, and other topics as required by the American Speech-Language-Hearing Association and the Commission on Teacher Credentialing in California. Students will be prepared to enter MA/MS programs in Communication Sciences and Disorders or to partially meet state licensure requirements to become a Speech-Language Pathology Assistant.

Features

The Certificate in Communication Sciences and Disorders offers classes that meet only in the evening and on Saturdays, which allows students to work full or part time and complete the prerequisite courses required for admission into a graduate program. The program affords students the opportunity to observe certificated, licensed, and credentialed speech and language pathologists in clinical and school settings in the geographic area surrounding the university. The times that courses are offered accommodate students who live outside the immediate geographic area of CSUDH. Students are trained within a cohort model and are mentored throughout the certificate program.

Academic Advisement

Students may call the Coordinator directly at (310) 243-3075.

The website for the Human Services Program is <http://www4.csudh.edu/human-development/csd>.

Preparation

Students must hold a BA/BS in a subject area not related to Communication Sciences and Disorders from an accredited institution and have a minimum 3.0 GPA.

Career Possibilities

Speech-Language Pathologists and Speech-Language Pathology Assistants work in a variety of settings that offer year round, 10 month, full time, part time, and/or per diem employment. Therapists work in public and nonpublic schools, preschools, community colleges, colleges and universities. They also work in hospitals, skilled nursing facilities, home health care, rehabilitation hospitals, individual and family services, out-patient care centers, and child care centers. Others choose to work for corporations, in the offices of physicians or other allied health practitioners, or own a private practice. Many speech and language pathology practitioners opt to work in more than one setting. These sites employ both Speech-Language Pathologists and Speech-Language Pathology Assistants.

Required Courses (36 units)

- CSD 341. Communication Sciences and Disorders (3)
- CSD 342. Phonetics (3)
- CSD 343. Speech and Language Development (3)
- CSD 354. Anatomy and Physiology of the Speech and Swallowing Mechanism (3)
- CSD 355. Audiology and Audiometry (3)
- CSD 356. Clinical Methods and Procedures (3)
- CSD 441. Speech Science (3)
- CSD 442. Neurology and Neurogenic Disorders (3)
- CSD 443. Articulation and Phonologic Disorders (3)
- CSD 453. Childhood Language Disorders (3)
- CSD 455. Voice and Fluency Disorders (3)
- CSD 456. Aural Rehabilitation (3)

Certificate in Human Resources Management

Program Description

This certificate responds to the educational needs of local corporations and organizations and has been developed in consultation with human resource professionals. This program is available for customized group training only. The certificate consists of six required courses. Two additional elective courses are included to provide an opportunity for participants to select an area of emphasis. Each course is offered for two extension units of credit. The certificate consists of the following:

A. Required Courses (12 units):

- HRX 300. Foundations of Human Resources Management (2)
- HRX 310. Communication in a Business Environment (2)
- HRX 320. Labor and Employment Law (2)
- HRX 330. Organizational Change (2)
- HRX 340. Compensation and Benefits (2)
- HRX 350. Alternative Dispute Resolution and Human Resources Management (2)

B. Electives: select one course from the following (2 units):

- HRX 360. Mediation and Human Resources Management (2)
- HRX 370. Arbitration and Human Resources Management (2)

Mediation Conflict Resolution Certificate

Program Description

The Mediation and Conflict Resolution Certificate Program, a partnership between the College of Extended and International Education and the College of Arts and Humanities, offers the most comprehensive training available in any single-semester program in this fast-growing field. This extension certificate program consists of three courses awarding four (4) graduate extension units and actively engages mediation providers in the community to develop opportunities for its students. Participants receive hands-on mediation and conflict resolution training that actively reinforces the classroom training.

Students in the Negotiation, Conflict Resolution and Peacebuilding Masters program at CSUDH will be able to use these courses as electives in their program.

Required Courses (4 units)

MCX 551. Fundamental Mediation Skills and Techniques (2)

MCX 552. Mediation Practicum (1)

MCX 555. Diversity & Cross-Cultural Communication for Conflict Resolution (1)

NOTE: All three courses are to be taken concurrently.

Production and Inventory Control Program

Program Description

This certificate is designed for those who wish to gain a broad education in the principles of supply chain management. Topics covered include: supply chain management, detailed scheduling and planning, material requirements planning, capacity requirements planning, inventory management, supplier planning, procurement, operations execution and control, production processes, quality incentives, inventory control, master planning of resources, forecasting, master scheduling, strategic management of resources, and integrating operating processes into the strategic plan.

Features

Participants in the Production and Inventory Control Certificate program have the benefit of being taught by industry professionals. All instructors are nationally certified by APICS and are currently employed in the field of production and inventory control. Courses are taught at off-campus sites in 13-week trimesters and through Distance Learning.

Career Possibilities

Certificate completers have found employment in aerospace, military, manufacturing, hospitals, retail, and warehouse supervision.

Required Courses (15 units)

PIX 351. Supply Chain Fundamentals (3)

PIX 353. Supply Chain Scheduling (3)

PIX 355. Supply Chain Operations (3)

PIX 357. Supply Chain Planning (3)

PIX 359. Supply Chain Strategies (3)

Purchasing Certificate Program

Program Description

This certificate program provides a broad education in the principles of procurement management. Topics covered include cost-price analysis, negotiation, public sector procurement, legal and regulatory considerations, specification, standardization, supply, ethical issues, partnering, total quality procurement, and logistics.

Features

All instructors are industry professionals and are nationally certified by the National Purchasing Association. Courses are taught off campus in a 13-week trimester and through Distance Learning.

Career Possibilities

Individuals successfully completing the certificate program will be prepared for entry and management level positions in procurement in such areas as aerospace, military, manufacturing, hospitals, retail, and other procurement related fields.

Required Courses (15 units)

PIX 351. Supply Chain Fundamentals (3)

PRX 200. Purchasing Fundamentals (3)

PRX 310. Cost-Price Analysis and Negotiation (3)

PRX 330. Public Sector Procurement (3)

PRX 340. Advanced Purchasing Concepts (3)

Sport and Fitness Psychology Certificate Program

Program Description

The online Sport and Fitness Psychology Certificate Program addresses a growing demand for using psychological knowledge to enhance sports performance, teamwork, fitness, and well-being. Five online psychology courses comprise the Sport and Fitness Psychology Certificate Program. Coursework covers principles, research and applications which will expand and enhance participants' skill sets. Courses provide university credit of 3 units each at the 400-level which may be used for graduate-level credit subject to approval of department accepting the units. Students may enroll in individual courses or the certificate program.

Features

Courses in the certificate program are offered online so that participants can access materials, study and complete the assignments anywhere, anytime. The internship course affords an opportunity to practice acquired skills and knowledge in a community near home. A Certificate is provided upon successful completion of program requirements.

Who Should Attend

Coaches, athletes, trainers, fitness instructors, and health professionals and counselors will gain valuable skills from the courses in the Sport and Fitness Psychology Certificate Program.

Career Possibilities

The program is designed to increase knowledge of this developing field, to enhance employability of participants and to advance the careers of those currently employed in sport and fitness occupations.

Required Courses (15 units)

PSY 480. Sport Psychology (3)

PSY 481. Applied Sport and Fitness Psychology (3)

PSY 482. Psychology of Coaching and Team-Building (3)

PSY 483. Contemporary Issues in Sport and Fitness Psychology (3)

PSY 486. Internship in Sport and Fitness Psychology (3)

NOTE: For course descriptions, refer to the Psychology section of this catalog.

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For more information on the specific terms in which these

courses may be offered, please visit the College of Extended & International Education website at www.csudh.edu/extended.

Alcohol and Drug Counseling

ADX 300 Introduction to Alcoholism (3).

This course provides basic information about alcohol: the physiological, psychological and sociological effects of alcohol abuse; identification of social drinking, problem drinking; etiological theories of alcoholism; defense mechanisms; the counseling relationship and basic treatment issues.

ADX 301 Introduction to Counseling Techniques (3).

This course introduces the skills and techniques necessary for counseling. Students will learn to use active listening skills and to develop a high empathy level. The course is both theoretical and experiential.

ADX 302 Counseling the Individual (3).

Prerequisites: ADX 300 and ADX 301.

This course develops an understanding of the psychological factors in alcoholism and drug abuse and their implications for treatment. Counseling techniques are examined and practiced including assessment, perception and communication skills required for various stages of treatment, prognosis and termination.

ADX 303 Perspectives on Drug Abuse: Counseling the Substance Abuser (3).

Prerequisites: ADX 300 and ADX 301.

This course is an introduction to this major social/psychological problem. Students learn the basic pharmacology of the commonly encountered street drugs and behavioral and physiological consequences of drug abuse. Poly-addiction and treatment modalities are also covered.

ADX 304 Group Counseling Techniques (3).

Prerequisites: ADX 300 and ADX 301.

This course provides an understanding of group dynamics, defenses, problems, goals and growth. The roles of the group facilitator and group members are examined and practiced in class.

ADX 306 Family Dynamics (3).

Prerequisites: ADX 300 and ADX 301.

This course introduces theories of the effects of substance abuse (alcohol and drugs) as they relate to the family system. Students gain insight into the identification and solution of problems of the pathologic family and the individual roles and behavior patterns that exist within it.

ADX 309 Treatment of Domestic Violence (3).

Designed for facilitators of domestic violence treatment groups and to partially meet the requirements of California state law regulating approved domestic violence treatment programs for court-mandated counseling. Utilizes several cognitive-behavioral and relationship skill-building approaches to help clients.

ADX 311 Process Addictions (3).

The course provides an introduction to and identification of process addictions, their symptoms and treatment. Process addictions of gambling, gaming, video games, work, internet, sex, cybersex, pornography, spending/debting, shopping, overeating, exercise, social media, chat rooms and Texting will be examined from a developmental, behavioral, familial and cultural perspective.

ADX 351 Seminar in Counseling Fieldwork I (2).

Prerequisites: ADX 300 and ADX 301 and two additional ADX courses.

The Fieldwork course is designed to provide the student with basic understanding of the role of an Addiction Counselor while the student is participating in an internship (ADX 352). The course covers the Twelve Core Functions, State Mandated Reporting Requirements, Legal Aspects, Suicide, and Charting, which are principal applications for paraprofessionals in the Addictions Field. To be taken concurrently with ADX 352.

ADX 352 Counseling Fieldwork I (1)

Prerequisites: ADX 300, ADX 301 and two additional ADX courses.

This course is the first of two fieldwork courses and is structured to provide guided instructions regarding the professional expectations of working in this field and the practical aspects of Addiction Counseling. It is also designed to meet the initial requirements of the State of California approved substance abuse certifying agencies and provides the “hands-on” experience of being an Addiction Counselor. To be taken concurrently with ADX 351.

ADX 353 Seminar in Counseling Fieldwork II (2).

Prerequisites: ADX 351 and ADX 352

This Fieldwork course is designed to provide the student with an opportunity to function as a Group Facilitator by providing a full lecture/training on their chosen Alcohol and Drug topic. Students will review and discuss various clinical vignettes to increase their understanding and ability in Treatment Planning and Assessments. To be taken concurrently with ADX 354.

ADX 354 Counseling Fieldwork II (1)

Prerequisites: ADX 351 and ADX 352

The ADX 354 Fieldwork component is the second of two fieldwork courses and is structured to provide guided instructions regarding the professional expectations in working in this field and the practical aspects of Addiction Counseling. It is also designed to continue to meet the initial requirements of the State of California approved substance abuse certifying agencies and provides the “hands-on” experience of being an Addiction Counselor. To be taken concurrently with ADX 353.

Communication Sciences and Disorders

CSD 341 Communication Sciences and Disorders (3).

Overview of normal and disordered communication, including speech, language, hearing, and swallowing impairments. Educational and clinical requirements for entry into the speech pathology profession. Introduction to the Code of Ethics of the American Speech, Language, Hearing Association (ASHA).

CSD 342 Phonetics (3).

Study of the physical and physiological bases of speech, the articulatory, acoustic and linguistic aspects of the sound system of standard and non-standard dialects of American English. Practice using the International Phonetic Alphabet (IPA) for broad and narrow transcription.

CSD 343 Speech and Language Development (3).

Prerequisite: General Education Linguistics or equivalent.

Study of the acquisition of phonology, morphology, semantics, syntax and pragmatics in typically developing children. Includes the biological, cognitive, and social bases of language acquisition, theories of language acquisition and an introduction to the acquisition of first and second languages.

CSD 354 Anatomy and Physiology of the Speech and Swallowing Mechanism (3).

Study of the anatomy and physiology of the speech and swallowing mechanism. The processes of respiration, phonation, resonance, articulation, and swallowing are included. An introduction to the central nervous system and the peripheral nervous system is provided.

CSD 355 Audiology and Audiometry (3).

Prerequisite: CSD 341

Anatomy and physiology of the outer, middle and inner ear and the central auditory processing system. Characteristics of hearing disorders including etiologies and risk factors. Methods and procedures used in assessing the auditory system and management of hearing disorders.

CSD 356 Clinical Methods and Procedure (3).

Prerequisites: CSD 341, CSD 342, CSD 343 and CSD 354.

Introduction to general principles and procedures for assessment and treatment of individuals with communicative disorders. Basic concepts of standardized and non-standardized evaluation procedures for children and adults. Theory and application of clinical writing. Multicultural considerations will be addressed.

CSD 441 Speech Science (3).

Prerequisites: CSD 341, CSD 342 and CSD 354.

Structure and function of neuromuscular systems used in respiration, phonation, and resonance-articulation. Introduction to the psychological and acoustic aspects of speech production and perception. Students are introduced to instrumentation for the acoustic and perceptual analysis of speech.

CSD 442 Neurology and Neurogenic Disorders (3).

Prerequisites: CSD 342, CSD 354, CSD 356 and CSD 441.

Anatomy and physiology of the nervous system as they relate to speech, language, hearing and swallowing. Clinical characteristics of neurogenic language disorders, apraxia of speech and dysarthria. Contemporary approaches to assessment and treatment. Disorders will be discussed across the lifespan.

CSD 443 Disorders of Articulation and Phonology (3).

Prerequisites: CSD 341, CSD 342, CSD 354, CSD 356 and CSD 441.

Examination of theories of normal and disordered acquisition of phonology and articulator production. Includes phonologic assessment methods, practice in the analysis of child speech samples, and contemporary approaches to intervention. Emphasis on speech profiles of special populations.

CSD 454 Childhood Language Disorders (3).

Prerequisites: CSD 341, CSD 342, CSD 343 and CSD 356.

Analysis of the components of language and how they relate to language disorders in children. Involves multiple diagnostic categories for language impairment, risk factors for language impairment, methods of prevention, assessment and clinical management. Emphasis on linguistic and cultural diversity.

CSD 455 Disorders of Voice and Fluency (3).

Prerequisites: CSD 341, CSD 342, CSD 343, CSD 356 and CSD 441.

Etiology, assessment, and therapy for disturbances in fluency of speech with emphasis on psychological, physiological, and linguistic variables correlated to dysfluent behaviors. Etiology, characteristics, clinical assessment and therapeutic management of functional and organic voice disorders throughout the lifespan.

CSD 456 Aural Rehabilitation (3).

Prerequisites: CSD 355 and CSD 441.

Nature of hearing impairment and impact on communicative function in children and adults. Theories and delivery methodologies for speech reading, hearing aid use, counseling, assessment

and remediation of speech and language skills, auditory training, and educational placement for children.

Community College Teaching

GED 548 Effective College Teaching (3).

Study of research, theory and practices associated with teaching and learning processes in the community college system. Topics include course planning and organization; student diversity; teaching and student retention; instructional technology. Offered through self support only.

GED 549 The Community College (2).

An overview of the history, mission and function of the Community College. Topics include the history of higher education, the role of the Community College, student characteristics, curriculum, finance, governance articulations, and the California Master Plan. Offered through self support only.

GED 594 Independent Study: College Teaching Internship (3).

A one semester internship consisting of classroom instruction, the equivalent of 45 hours per semester or 3 hours per week on a 15 week model. Ordinarily, the internship consists of an appropriate combination of the classroom-related activities, determined in consultation between mentor teacher and intern. The Internship Coordinator arranges an on-site observation of one of the intern's classroom presentations. An assessment is made of the intern's performance and an evaluation form is filed in writing.

Human Resources Management

HRX 300 Foundations of Human Resources Management (2).

Covers the fundamentals of human resources management in the industrial, service and public sectors. Includes personnel processes of recruiting, training, wages and benefits, regulations and termination, and topics such as organizational behavior, work force diversity and employee relations.

HRX 310 Communication in a Business Environment (2).

Prerequisite: HRX 300 is recommended.

Covers the following workplace communications topics: conflict resolution, giving and receiving feedback, focused listening, non-verbal communication, team building and delegation, leadership, management and sales strategies, problem solving and negotiation, intercultural communication, and interviewing. Role playing activities.

HRX 320 Labor and Employment Law (2).

Prerequisite: HRX 300 is recommended.

Examines critical federal and state laws regarding Human Resources Management, the National Labor Relations Act - Unionization and collective bargaining; building a knowledge base of effective and equitable personnel management systems; and implementing lawful and effective employment policies and practices.

HRX 330 Organizational Change and Development (2).

Prerequisite: HRX 300 is recommended.

Examines the strategic role of Human Resources in initiating and managing corporate development and change leading to improved corporate performance. Includes Human Resource planning and development of HR objectives as aligned with business goals as well as methods for measuring HR effectiveness.

HRX 340 Compensation and Benefits (2).

Prerequisite: HRX 300 is recommended.

Examines the role of pay and benefits in a comprehensive compensation program. Emphasis on developing skills in determining pay guidelines and practices that are legal and strategic and integrating non-pay benefits into a balanced recruitment and retention program for the enterprise.

HRX 350 Alternative Dispute Resolution and Human Resources Management (2).

Prerequisite: HRX 300.

Survey of processes used to resolve disputes. Alternatives to litigation, including negotiation, mini-trial, mediation, panel evaluation, summary jury trial, arbitration, use of masters. Emphasis on applying alternative dispute resolution methods to workplace situations and labor-management relations.

HRX 360 Mediation and Human Resources Management (2).

Prerequisite: HRX 300 is recommended.

Covers applied mediation theory, skills and techniques as related to Human Resources management. Topics include the mediation process and procedures, case development, communication skills, consensus building, issue framing and orientations towards conflict.

Lecture, group activities and role plays.

HRX 370 Arbitration and Human Resources Management (2).

Prerequisite: HRX 300 is recommended.

Covers compulsory and noncompulsory arbitration of grievances in public, private, corporate, labor, and international disputes. Case studies explore the arbitration role in unique settings.

Manufacturing Supervision

APX 270 Quality Management in the Industrial Environment (3).

Prerequisite: Supervising work experience recommended.

A study directed toward productivity improvement and learning, and improving the industrial manufacturing environment. Total quality control is discussed as a tool of continuous improvement, employee job certification and certification of special manufacturing processes.

APX 272 Work Standards in Industrial Operations (3).

Prerequisite: Supervising work experience recommended.

A study of staff operations in the industrial environment including safety, space layout, scheduling and flow control of the manufacturing process. Loading shop equipment and capability analysis is discussed.

APX 303 Statistical Process Control (3).

Prerequisite: MAT 131 or equivalent.

A study of the application of SPC techniques used to control the quality of manufacturing and service operations. The course includes a brief math review, quality control statistical methods, tools and charts of SPC, study of standard deviations and sampling techniques of defined risk.

Mediation Conflict Resolution

MCX 551 Fundamental Mediation Skills and Techniques (2).

This comprehensive course will guide participants through learning, applying, and practicing fundamental skills in conflict resolution and mediation through course instruction, role playing, and simulations, to be taken concurrently with MCX 552 and MCX 555.

MCX 552 Mediation Practicum (1).

The objective of this practicum is for participants to gain practical experience in the community and further refine their mediation skills and conflict-resolution training developed in their concurrently taken courses, to be taken concurrently with MCX 551 and MCX 555.

MCX 555 Diversity & Cross-Cultural Communication for Conflict Resolution (1).

This course will prepare students with the knowledge and skills necessary to communicate with cross-cultural competence. Students will learn and comprehend the underlying influences that culture and differences have on belief systems, perceptions, and communication styles. They will gain expertise in how to effectively bridge differences to discover common meaning and reach common goals, to be taken concurrently with MCX 551 and MCX 552.

Production and Inventory Control

PIX 351 Supply Chain Fundamentals (3).

Supply chain management covers the flow of a product from the supplier to the manufacturer through the distribution system to the customer. This includes planning, forecasting, purchasing, manufacturing, moving, storing and tracking a product from conception to customer possession. This course provides an overview of the fundamental concepts and vocabulary to prepare students for the remaining courses in the certificate program.

PIX 353 Supply Chain Scheduling (3).

Prerequisite: PIX 351.

This course focuses on the various techniques for material and capacity scheduling. This includes detailed descriptions of the material requirements planning and capacity requirements planning process and the impact of inventory management, procurement, and supplier planning on these processes

PIX 355 Supply Chain Operations (3) .

Prerequisite: PIX 351.

This course covers the techniques for scheduling and controlling the manufacturing process. This includes prioritizing the work, executing the orders and reporting the results as part of the performance evaluation feedback. Inventory must also be controlled so its influence on the schedule is also discussed.

PIX 357 Supply Chain Planning (3) .

Prerequisite: PIX 351.

This course covers demand management and its relationship to strategic and business planning. This includes forecasting and how to develop an achievable master schedule. Also included in the course is distribution planning which covers the concepts of establishing distribution centers, replenishing those centers and transporting the product from the supplier to the customer.

PIX 359 Supply Chain Strategies (3).

Prerequisites: PIX 351.

This course covers the higher-level thinking of strategic planning which includes how to develop a strategy after understanding the company's business environment. Once the strategy is determined then it must be implemented so leadership roles and responsibilities to make the change are reviewed.

Purchasing Certificate

PRX 200 Purchasing Fundamentals (3).

This course examines fundamental elements of purchasing. Emphasis placed on current business trends and their impact on the purchasing profession. Fundamental concepts, methods, techniques used to evaluate requirements for purchasing goods and services are discussed. Case studies allow for application to real-world situations.

PRX 310 Cost-Price Analysis and Negotiation (3).

Prerequisite: PRX 200.

This course provides an overview of the tools and techniques required for determining the reasonableness of cost and price, the relationships between the two, and establishes the basis for negotiating a final contract between buyers and sellers.

PRX 330 Public Sector Procurement (3).

Prerequisite: PRX 200.

This course examines the relative aspects unique to Public Sector Purchasing as well as comparing and contrasting the legal and regulatory considerations inherent to this environment with those of private sector procurement.

PRX 340 Advanced Purchasing Concepts (3).

Prerequisite: PRX 200.

Through the detailed examination of case studies, students explore the real-world application of purchasing concepts including: specification, standardization, simplification, supply, legal and ethical issues, partnershiping, total quality procurement and logistics.

FRENCH

College of Arts and Humanities

Department of Modern Languages

Minor

Faculty

Ivonne Heinze-Balcazar, Department Chair

Michael Galant

Modern Languages Department Office: LCH C-310

(310) 243-3315

Emeriti Faculty

Winston R. Hewitt, Yvone V. Lenard

Features and Career Possibilities

The Minor in French provides a useful background for students who intend to use French for occupations in commerce, business, public service or international trade, in capacities such as administrators, bilingual secretaries, translators and interpreters. In addition, the minor in French is recommended to students who are considering civil service careers such as those offered by the Department of State (Consular Services, for example).

Classroom instruction in French is supplemented by the modern listening and recording equipment and media files in the language laboratory.

Academic Advisement

Students are urged to see an advisor upon admission. An advisor can be particularly helpful in choosing the French course best suited to the background and needs of each student.

Preparation

High School students who plan to minor in French are encouraged to take at least two years of French in high school. Those who have completed four years of high school French successfully may

be able to begin their study of French at CSU Dominguez Hills at the upper division level.

Community College transfer students planning to take upper division French courses at CSU Dominguez Hills should have completed four semesters of college level French successfully.

Those who have taken fewer than four semesters of French in a community college will be placed at an appropriate level by means of advisement.

Minor in French (12-24 units)

A. Lower Division Required Courses (0-12 units):

FRE 110. Beginning French I (3)

FRE 111. Beginning French II (3)

FRE 220. Second-Year French (3,3)

NOTE: Students take beginning and intermediate French courses (FRE 110, FRE 111, and FRE 220) as needed- those who have completed two, three or four years of high school French or any community college French will be placed in the appropriate semester of college French in consultation with a departmental advisor. Students may get credit for some of these courses

through the Advanced Placement Examination in either French Language or Literature, and/or by challenging them (but never in descending order), and/or by transferring equivalent courses from other institutions.

B. Upper Division Required Courses (12 units):

FRE 305. Advanced Composition, Syntax, & Stylistics (3)

FRE 310. The Study of Language (3)

FRE 450. French Culture (3)

FRE 452. French Literature I (3) or

FRE 453. French Literature II (3)

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

Lower Division

FRE 110 Beginning French I (3).

Basic instruction in French. Training in speaking, listening, reading, and writing for students who have had no previous work in French.

FRE 111 Beginning French II (3).

Prerequisite: FRE 110 or consent of instructor.

A continuation of French 110.

FRE 220 Second-year French (3).

Prerequisite: At least one year of college French or consent of instructor.

Individualized instruction in French language, life and letters for second-year and advanced first-year students in French. This course taken successfully twice completes lower division requirements for the major and minor. Repeatable course.

Upper Division

FRE 305 Advanced Composition, Syntax, and Stylistics (3).

Prerequisite: FRE 220 or equivalent.

A reading, composition, and discussion course concerned with elements of style and syntax, with emphasis on creative writing by students.

FRE 450 French Culture (3).

Prerequisite: FRE 220 or equivalent.

An area studies course focusing on patterns of French civilization and culture.

FRE 452 French Literature I (3).

Prerequisite: FRE 220 or equivalent.

French literature from the Middle Ages to the Revolution.

FRE 453 French Literature II (3).

Prerequisite: FRE 220 or equivalent.

Prose and poetry of the nineteenth and twentieth centuries.

FRE 494 Independent Study (3).

Prerequisites: B average in French, upper division standing, and consent of instructor and department chair.

Independent study of a literary or linguistic problem, author, or movement. Repeatable course.

Infrequently Offered Courses

The following courses are scheduled only on a "demand" basis. Students should consult the department office for information about the next scheduled offering.

FRE 310 The Study of Language (3).

Traditional and modern approaches to the study of language; fundamentals of phonology and grammar (same as ENG 310 and SPA 310).

GEOGRAPHY

College Natural and Behavioral Sciences

Department of Earth Science and Geography

Bachelor of Arts

Minor

Certificate

Geotechniques

Faculty

Brendan McNulty, Department Chair

Michael Ferris, Rodrick A. Hay, John Keyantash, Ralph H. Saunders, Ashish Sinha

Instructional Support Tech Office: NSM F-129, (310) 243-3368

Department Office: NSM B-202, (310) 243-3377

Emeriti Faculty

David Sigurdson, Jamie Webb

Program Description

The Geography program is one of two programs housed in the Department of Earth Science and Geography. Geography studies the spatial distribution of features across Earth's landscape, such as the location of landforms, water bodies, and the organization of climate zones. It also considers the human landscape including how populations are distributed, why they migrate, and the ways they alter natural and urban environments. As a tool to advance these spatial analyses, the Geography program teaches the use of both traditional and computer-based geotechnical skills (geotechniques) such as cartography, remote sensing, and geographic information systems (GIS).

Geography at CSUDH emphasizes "hands-on" learning, and many department courses feature field trips. The expertise and international focus of the faculty provide opportunities for engaged students to learn about and participate in diverse research projects ranging from ecosystem disruption in the Mojave Desert, mapping river systems in California, or studying the effects of population growth, urbanization, and water scarcity.

Features

The Earth Science and Geography Department has a map library containing several thousand map sheets. The department also has two dedicated computer laboratories, the Earth Sciences Spatial Analysis Laboratory (ESSAL) which acts as a center for remote sensing and GIS-based research projects, and a teaching laboratory which provides computer-based teaching with an emphasis on geotechniques. These labs provide sophisticated image processing and spatial analysis software as well as libraries of satellite imagery and spatial databases. Additional equipment includes Global Positioning System (GPS) receivers, advanced instruments for field data collection, and a weather station that collects meteorological data for the campus.

The faculty has expertise in landscape change, remote sensing, and geographic information systems; hydrology and atmospheric science; plate tectonics and field geology; natural resources; and economic, political and historical geography. The broad expertise of the faculty provides an unusual opportunity for undergraduate students to work closely with their professors and gain “hands-on” experience within domestic and international research projects.

Academic Advisement

Majors should consult with their advisor prior to registration each semester. Records of students' progress toward the degree are maintained in the CMS PeopleSoft. Students should check their progress regularly.

Preparation

For high school students, the best preparation for the Geography major is a well-rounded program of high school courses in humanities, social sciences, science, mathematics, and written and oral communication skills. Community college transfer students should have completed introductory physical and a human/cultural geography course. Introductory courses in the physical, biological and social sciences are recommended.

Career Possibilities

Many societal problems have geographic dimensions and training in geography provides essential skills for solving them. Geographic skills such as GIS, the analysis of remote-sensed imagery and other geotechniques are in high demand from governments, non-governmental organizations, and private industry alike and at local, regional, national, and international levels. Opportunities include environmental consulting, planning and zoning; urban and regional planning; resource management and conservation; energy; air and water quality management; secondary (middle and high school) teaching; and a wide array of social service firms and agencies. The geographic toolkit has many applications.

Geography is an appropriate major for students preparing for a career in teaching Social Science at the secondary level as part of an approved "Subject Matter Preparation Program." Completion of such a program is the first step toward meeting CA state requirements for a teaching credential. Interested students should consult with an appropriate advisor for current information as program requirements for the "Subject Matter Preparation Program" in Social Science change regularly.

Graduation With Honors

An undergraduate student may be a candidate for graduation with Honors in Geography provided he or she meets the following criteria:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum grade point average of at least 3.5 in all courses used to satisfy the upper division requirements in the major;
3. Recommendation by the faculty of the Earth Science and Geography Department.

Bachelor of Arts in Geography

Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

Minor Requirements

Students completing this major will need to complete a minor in another field.

Major Requirements (34 units)

The following courses (or for lower division courses, their approved transfer equivalents) are required for all candidates for this degree:

A. Required Courses (19 units)

1. Lower Division Required Courses (6 units):

GEO 100. Human Geography (3)

GEO 200. Physical Geography (3)

2. Upper Division Required Courses (13 units):

GEO 310. Geomorphology (3)

GEO 357. Urban Environmental Geography (3)

GEO 370. Numerical Methods in Geography (3)

GEO 415. Geographic Information Systems (3)

EAR 490. Senior Seminar in Earth Sciences (1)

B. Elective Courses (15 units)

Choose (at least) five courses from among the following:

GEO 305. Cartography (3)

GEO 315. The Weather (3)

GEO 318. Cultural Pluralism: The Human Environment: Methods of Knowledge and Truth (3)

GEO 350. World Geography (3)

GEO 360. North America (3)

GEO 370. Numerical Methods in Geography (3)

GEO 380. Biogeography of Southern California (3)

GEO 408. Remote Sensing and Image Interpretation (3)

GEO 412. Rivers and Streams (3)

GEO 416. Earth's Climates (3)

GEO 420. Natural Resources (3)

GEO 433. Environmental Analysis and Planning (3)

GEO 495. Special Topics in Geography (3)

EAR 376. Field Mapping (3)

EAR 460. Global Change (3)

Minor in Geography (18 units)

To meet this requirement, the student must complete the lower division courses listed below.

Where appropriate, these courses may be used to meet the General Studies or major requirement.

A. Lower Division Required Courses (6 units):

GEO 100. Human Geography (3)

GEO 200. Physical Geography (3)

B. Upper Division Requirements (12 units)

Select 12 units of upper division Geography courses.

Certificate Program in Geotechniques (12 units)

The geotechniques certificate is designed to prepare students for public and private sector employment involving the collection, input, processing, and analysis of spatial databases for research and management purposes. To qualify for the certificate, candidates must demonstrate their competence in the use of remote sensing and geographic information systems technologies and their application to problem solving. Students majoring or minoring in Geography may complete the certificate requirements by taking the appropriate courses as part of their regular programs.

Select 12 units from the following courses:

EAR 376. Field Mapping (3)

GEO 305. Cartography (3)

GEO 370. Numerical Methods in Geography (3)

GEO 408. Remote Sensing and Image Processing (3)

GEO 415. Geographic Information Systems (3)

GEO 495. Special Topics in Geography (3)

Course Offerings

Lower Division

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

GEO 100 Human Geography (3).

Cultural, physical, and biological earth systems. Emphasizes human geography and adaptation to physical habitats.

GEO 200 Physical Geography (3).

Classical natural systems, including earth-sun relationships, atmospheric flows, terrestrial biogeography, landforms, and processes of change; introduction to modern monitoring methods using maps, satellite reconnaissance, and geographic information systems.

Upper Division

GEO 305 Cartography (3).

Principles, techniques, design and production of maps and graphs for data presentation. One hour of lecture and six hours of lab per week.

GEO 310 Geomorphology (3).

Study of landforms created by geologic, volcanic, weathering, fluvial, karst, coastal and other processes acting on the land surface and ocean floor.

GEO 315 The Weather (3).

Composition, structure, general circulation, and storms of all latitudes. Clouds, rain, visibility, winds, and other meteorological observations and micrometeorological observations.

GEO 318 Cultural Pluralism: The Human Environment: Methods of Knowledge and Truth (3)

Prerequisite: Completion of lower division general education.

Analysis of cultural diversity and the process of cultural interaction, inter-ethnic relations and social integration on the community, national and international levels with emphasis on people's knowledge of the natural world.

GEO 350 World Geography (3).

Study of the world's regions: population distribution, landforms and natural resources, urban and non-urban relationships, connections of trade and transportation, plus selected case studies involving water resources, boundaries and environmental impacts.

GEO 357 Urban Environmental Geography (3).

A survey of key environmental issues affecting Los Angeles and other cities with special emphasis on environmental policy and local ordinances designed to mitigate urban environmental issues including air pollution, water resources, parks and waste management.

GEO 360 North America (3).

Physical, regional and cultural geography of the United States, Canada and Mexico . Emphasizes human-environment interaction; contemporary patterns of population distribution, resource exploitation, transportation, agricultural and industrial production.

GEO 370 Numerical Methods in Geography (3).

Prerequisites: CSC 101 and MAT 009 (or equivalents).

Principles of data reduction and analysis in the natural sciences. Practical techniques to understand spatial data sets using computer software. Topics include matrices, summary statistics, distributions, transformations, hypothesis testing, contouring, regression and curve-fitting.

GEO 380 Biogeography of Southern California (3).

The distribution of plant and animal species with emphasis on native plant and animal populations in Southern California and recent changes to the region's flora and fauna.

GEO 405 Advanced Cartography (3).

Prerequisite: GEO 305 or equivalent is recommended.

Planning and preparing maps, graphics, photographs, and models. One hour of lecture and six hours of lab per week.

GEO 408 Remote Sensing and Image Processing (3).

Interpretation of physical and cultural features, resources, environmental factors from photographic and specific sensor imagery. One hour of lecture and six hours of activity per week.

GEO 412 Rivers and Streams (3).

Detailed study of the hydrologic cycle: precipitation, runoff, evaporation, infiltration, and groundwater. Geographic inventory of global, state and national water resources. Field measurements and case studies.

GEO 415 Geographic Information Systems (3).

Prerequisites: Basic computer knowledge, CSC 101 or equivalent.

Techniques of data acquisition, processing, analysis and display as pertain to geographic information systems. Includes practical applications based on various forms of geographically referenced data. One hour of lecture and six hours of laboratory per week.

GEO 416 Earth's Climates (3).

Characteristics and distribution patterns for the climates of Earth, with emphasis on the physical geographic reasons for the world's climates. The relationship of specific climates to biomes, agriculture, diet, housing, dress and lifestyle. Physical and biological proxies for measuring climate. Historical and current trends in global climate.

GEO 420 Natural Resources (3).

Atmospheric, hydrologic, ecologic and geologic principles; economic and environmental considerations in air, water, soil, food, timber, wildlife, nonmetallic and metallic resources.

GEO 433 Environmental Analysis and Planning (3).

Federal and State requirements, required inputs, presentation formats, procedures for review and acceptance of environmental reports. Methods of assessing air quality, noise, water pollution and traffic problems.

GEO 494 Independent Study (1-3).

Prerequisite: Consent of instructor.

Independent Study of a particular geographic or environmental problem under the supervision of a member of the Geography faculty.

GEO 495 Special Topics in Geography (3).

Selected topics in Geography with course content to be determined by instructor. Repeatable course.

GEO 498 Directed Research (1-3).

Prerequisite: Consent of instructor.

Directed research of a particular geographic or environmental problem under the direction of a member of the Geography staff.

Infrequently Offered Courses

The following courses are scheduled on a "demand" basis. Students should consult the department office for information about the next schedule offering.

GEO 336 Land Use (3).

Sequential, compatible, and conflicting land uses. Zoning and regulation. Impacts of public and private uses. Social and economic benefits from alternative land use.

GEO 346 Political Geography (3).

The characteristics, patterns, and interactions of contemporary political processes and organizations over the world. Cohesion, unity, disunity, growth and historical persistence from the locality, through nations and transnational groupings to the world.

GEO 359 Geography of California (3).

The physical, cultural and regional geography of California. The land and its modifications. Spatial distribution of resources. Population, migration and urbanization. Problems and prospects.

HEALTH SCIENCE

College of Health, Human Services, and Nursing

Division of Health Sciences

Bachelor of Science (Single Field Major)

Community Health Option
Health Care Management Option
Radiologic Technology Option

Minor

Master of Science

Orthotics and Prosthetics Option

Faculty

Pamela C. Krochalk, Division Chair

WH A-330B, (310) 243-2690

Cheryl Jackson-Harris, Coordinator, Clinical Science Program

WH A-330F, (310) 243-3798

Scott Hornbeak, Coordinator, Orthotics and Prosthetics Program

Paula D'Amore, Mark Muller, Enrique Ortega, Paul Oswald, Brian Leonard Ruhe, Anthony Ung
Program Office: WH A-330, (310) 243-3748

Student Services Center - Advising: WH A-300, (310) 243-2120 or (800) 344-5484

Emeriti Faculty

Amer El-Ahraf, Ellen Hope-Kearns, Chi-Hua Hsiung

Division Mission

The Division of Health Sciences programs are designed to:

Strengthen students' intellectual capacities and abilities to develop and mobilize human and institutional resources and services to meet the health needs of diverse individuals and populations, as well as the communities in which they reside.

Educate students in developing and implementing evidence-based assessment and intervention models that improve the biopsychosocial health of diverse individuals and populations, as well as the communities in which they reside.

Prepare scholar-practitioners to engage in multidisciplinary scientific inquiry that advances the knowledge base of research and practice in the health disciplines.

Prepare graduates who will be leaders in their fields and professions to inform and influence professional dialogues on key health issues affecting diverse individuals and populations, as well as the communities in which they reside.

Prepare scholar-activists who -- with global consciousness and ecosystemic perspectives -- are committed to attaining health equity and collective well-being through the promotion of human development, universal human rights, and social justice.

Program Description

Health Science offers a variety of programs including a major with different options leading to the Bachelor of Science in Health Science.

The Community Health Option is designed to provide students with the necessary skills and perspectives to function as effective community health workers and educators in an urban population that is diverse ethnically, economically and demographically. Students will gain knowledge and understanding of health behavior and strategies for change, health disparities among diverse populations, and the development of programs that increase access to healthcare and related services.

A student in this option will acquire oral and written communication skills needed to develop health education materials and gain a basic understanding of public health problems and methods commonly used in studying and addressing these problems. Registered nurses and allied health care workers will be able to serve their patients more effectively by becoming knowledgeable about community health service agencies and public health policy at all levels of government. Upon completion of the Community Health Option, students will qualify to take the national Certified Health Education Specialist (CHES) examination.

The Health Care Management Option is designed to provide students with a general foundation in the principles and theories of management, the skills needed by frontline or middle level supervisors in a health care unit, an understanding of the organizational structure of the health care system, the financing of health care services in the United States, and knowledge of current health policies at local, state and federal levels.

The Radiologic Technology Option is designed to accommodate the entering undergraduate or transfer student. The program is offered in collaboration with the Harbor-UCLA Medical Center School of Radiologic Technology, which is currently accredited by the Joint Review Committee on Education for Radiologic Technologists and approved by the State of California Department of Education for Radiologic Technology training. Upon completion of the program, students will be qualified to take the certification examinations given by the American Registry of Radiologic Technologists and the Certification Board of the California Department of Health Services.

A separate application to the Radiologic Technology Option is required. Refer to the Radiologic Technology Option section for further information on the application process and eligibility for consideration as a candidate. Refer also to the Harbor-UCLA School of Radiologic Technology website.

Features

The Health Care Management and Community Health options are designed for practicing health professionals and future community health and healthcare personnel. Students may also apply to Radiologic Technology. Since many students work during the day, many health science courses are offered in the late afternoon, evening and on weekends, and many meet only once a week. To keep the health science programs contemporary, most of the health science courses are taught by practicing professionals.

Academic Advisement

All students are urged to consult with advisors throughout their matriculation at CSU Dominguez Hills. At the very least, advisors should be consulted for the following:

- Admission
- Career plans and choices
- Selection of options
- Variation in programs and/or "course substitution"

- Pre-registration advisement
- Filing for graduation

Advisement is available through the College of Health, Human Services, and Nursing Student Services Center at 1-310-243-2120 or 1-800-344-5484.

Preparation

Students interested in healthcare management or community health may complete their lower division general education, preferably with an associate of science degree, before coming to CSU Dominguez Hills. Those students who are interested in the clinically related options should have a strong science background in high school and should have completed most of the lower division prerequisite courses for the option before entering the Health Sciences Program. For clinical options, some direct care experience is required.

Credit for Prior Health Education

If students have completed a clinical program for which they did not receive academic credit, they may be granted credit for that education. Please consult the health science office for details. The credits obtained for a clinical program may be applied as lower division elective credits toward the Bachelor of Science degree in Health Science only.

Procedures and Admission Criteria

Only a limited number of students can be accommodated in the clinical options. In addition to filing a completed application to the university, students must also complete the desired option application form to be considered for admission. Admission to these clinical options is not automatically ensured by meeting academic requirements, nor does admission to CSU Dominguez Hills as a Health Science Major guarantee acceptance into individual clinical options.

Graduation with Honors in the Major

An undergraduate student may be a candidate for graduation with honors in Health Science provided s/he meet the following criteria:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum grade point average of at least 3.5 in courses used to satisfy the upper division requirements in the major;
3. Recommendation by the Health Science faculty.

Students who achieve honors in Health Science will have the information recorded on their transcripts and diplomas.

Radiologic Technology Option

Health Science students cannot declare themselves in the Radiologic Technology option until they have been formally admitted into the program. Admission is highly competitive, and the number of students accepted is very limited. Therefore, until formally admitted into the Radiologic Technology option, which includes acceptance into the School of Radiologic Technology at Los Angeles County Harbor-UCLA Medical Center, students must select either the Community Health or Health Care Management option and proceed with required courses in one of these areas. Students who are not admitted to the Radiologic Technology option will receive their Health Science baccalaureate degree in one of these options.

To be eligible for consideration as a candidate in this option, an applicant must meet the following minimum requirements:

- A. Completion of all lower division required courses. A grade of "C" or better in each course is required. The completion of 56-70 units of lower division course work is highly recommended before application to the program.
- B. Applicants meeting the above requirements must be willing to be interviewed by Harbor-UCLA faculty and Health Science program faculty.
- C. Applicants must submit two separate applications, with supporting documents, to Harbor-UCLA School of Radiologic Technology and to CSU Dominguez Hills.
- D. Applications and supporting documents to Harbor-UCLA School of Radiologic Technology must be received by March 1 of each year. Applications received after March 1 will be considered for the next year.

Applications to the Radiologic Technology program may be obtained by writing or calling the School of Radiologic Technology at Harbor-UCLA, with completed applications returned to:
Los Angeles County Harbor-UCLA Medical Center
School of Radiologic Technology
1000 West Carson Street Box 27
Torrance, CA 90509
(310) 222-2825

Note: Deadlines are subject to change without notification. Contact the Harbor-UCLA School of Radiologic Technology for deadlines.

Bachelor of Science in Health Science

Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division. Students must receive a grade of "C" or better in all courses required for the Health Sciences major.

Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120.

General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

Minor Requirements

Single field major, no minor required

Major Requirements, Community Health and Health Care Management Options (51 units)

The following courses, or their approved transfer equivalents, are required of all candidates for the degree focusing on the Community Health or Health Care Management option.

A major in Health Science in one of these two options consists of lower division required core courses, upper division required core courses and lower and upper division courses corresponding to the option. The core courses are common to both of the options. The lower and upper division option courses vary with option chosen.

A. Lower Division Required Courses (6 units):

HEA 201. Health Care Systems and Perspectives (3)

MAT 131. Elementary Statistics and Probability (3)

NOTE: Students are advised to take MAT 131 and HEA 201 to meet General Education requirements and the Health Science lower division requirement.

B. Upper Division Requirements (45 units):

HEA 312. Introduction to Public Health (3)

HEA 313. Introduction to Biostatistics (3)

HEA 314. Health Behavior (3)

HEA 315. Interpersonal Skills in Health Communication (3)

HEA 316. Introduction to Epidemiology (3)

HEA 318. Health Services Management (3)

HEA 319. Leadership in Healthcare (3)

HEA 466. Environmental Health Problems (3)

HEA 467. Health Policy Issues and Analysis (3)

HEA 468. Multicultural Health (3)

HEA 470. Legal Issues in Health Science (3)

HEA 474. Seminar in Health Care Ethics (3)

HEA 490. Health Science Senior Seminar (3)

HEA 479. Research Methods in Health Sciences (3)

HEA 496. Internship in Health Sciences (3)

In addition to the common core requirements, all health science majors must choose one of the following options:

Community Health Option (24 units)

A. Lower Division Required Courses (3 units):

BIO 102. General Biology (3)

*Note: Students may take BIO 102 to meet General Education requirement in Natural Science.

B. Upper Division Required Courses (21 units):

HEA 320. Contemporary Health and Disease (3) or

CLS 308. Pathophysiology for Health Professions (3)

HEA 460. Community Health Agencies (3)

HEA 461. Community Health Needs Assessment and Program Planning (3)

HEA 462. Methods in Community Health Education (3)

HEA 463. Health Program Implementation and Evaluation (3)

HEA 464. Health Educator as Community Resource and Advocate (3)

HEA 465. Introduction to Global Health (3)

Health Care Management Option (21 units)

A. Lower Division Required Courses (6 units):

- ACC 230. Financial Accounting (3)
- ECO 210. Economic Theory: Microeconomics (3)

B. Upper Division Required Courses (15 units):

- HEA 472. Survey of Healthcare Finance (3)
- HEA 475. Human Resources Management in Healthcare (3)
- HEA 476. Managing Health Information Systems (3)
- HEA 477. Long-Term Care Administration (3)
- HEA 478. Strategic Management in Healthcare (3)

Major Requirements, Radiologic Technology Option (51 units)

The following courses, or their approved transfer equivalents, are required of all candidates for the degree focusing on Radiologic Technology Option.

A Major in Health Science consists of lower division required courses, upper division core courses and lower and upper division courses in one of the options listed below. The upper division core courses are common to all Health Science Majors for those options listed below. The lower division required courses and the lower and upper division option courses vary with the option chosen.

Common Core Requirements (24 units)

A. Lower Division Required Courses (9 units):

- CSC 101. Introduction to Computer Education (3)
- HEA 201. Health Care Systems and Perspectives (3)
- MAT 131. Elementary Statistics and Probability (3)

NOTE: Students are advised to take MAT 131 to meet both the General Education quantitative reasoning requirement and the Health Science lower division requirement.

B. Upper Division Requirements (15 units)

1. Required Course (3 units):

- HEA 479. Research Methods in Health Sciences (3)

2. Select four courses from the following (12 units):

- HEA 312. Introduction to Public Health (3)
- HEA 314. Health Behavior (3)
- HEA 315. Interpersonal Skills in Health Communication (3)
- HEA 318. Health Resources Management (3)
- CLS 308. Pathophysiology for Health Professions (3)

Radiologic Technology Option (42 units)

A. Prerequisites or equivalents:

- BIO 250. Elements of Human Anatomy and Physiology (3)
- BIO 251. Elements of Human Anatomy and Physiology Laboratory (1)
- ENG 110. Freshman Composition I (3)
- ENG 111. Freshman Composition II (3)
- PSY 101. Understanding Human Behavior (3) or

SOC 101. The Individual in Society (3)
ANT 100. Introduction to Cultures (3)
PHY 100. Patterns in Nature (3) or
PHY 106. Physical Science (3) or
PHY 120. Elements of Physics I (4)
CHE 110. General Chemistry I (5)

B. Lower Division Required Courses (3 units):

HEA 280. Orientation and Elementary Radiation Protection (1)
HEA 281. Medical Terminology: Radiology (1)
HEA 287. Clinical Practicum I (1)

C. Upper Division Required Courses (39 units):

HEA 380. Darkroom Chemistry and Techniques (1)
HEA 381. Patient Care Procedures Related to Radiology (2)
HEA 382. Principles of Radiographic Exposure (3)
HEA 383. Common Radiographic Procedures Using Contrast Media (2)
HEA 384. Topographic Anatomy & Positioning I (3)
HEA 385. Radiation Protection (3)
HEA 387. Clinical Practicum II (3)
HEA 388. Clinical Practicum III (3)
HEA 480. Radiologic Physics (2)
HEA 481. Topographic Anatomy & Positioning II (3)
HEA 482. Special Radiographic Procedures (2)
HEA 483. Subspecialties in Radiology (2)
HEA 485. Departmental Administrative and Office Procedures, Computer Literacy (1)
HEA 487. Clinical Practicum IV (1)
HEA 488. Clinical Practicum V (3)
HEA 489. Clinical Practicum VI (3)
HEA 499. Senior Research Project in Radiology (1,1)

Minor in Health Science (15 units)

The minor in Health Science is designed for students majoring in another field that can be strengthened with a solid background in health science.

A. Lower Division Required Courses (3 units):

HEA 201. Health Care Systems and Perspectives (3)

B. Additional Required Courses (12 units)

1. Select four courses from the following (12 units):

HEA 312. Introduction to Public Health (3)
HEA 313. Introduction to Biostatistics (3)
HEA 314. Health Behavior (3)
HEA 315. Interpersonal Skills in Health Communication (3)
HEA 316. Introduction to Epidemiology (3)
HEA 318. Health Services Management (3)
HEA 319. Leadership in Healthcare (3)

HEA 466. Environmental Health Problems (3)
HEA 467. Health Policy Issues and Analysis (3)
HEA 468. Multicultural Health (3)
HEA 470. Legal Issues in Health Sciences (3)
HEA 474. Seminar in Health Care Ethics (3)
CLS 308. Pathophysiology in Health Professions (3)

Master of Science in Health Science

Orthotics and Prosthetics Option (64-66 units)

Orthotics and prosthetics is a specialized health care profession, which combines a unique blend of clinical and technical skills to care for patients who have neuromuscular and musculoskeletal disorders and/or patients who have a partial or total absence of a limb. Orthotists and prosthetists provide treatment that allows these individuals to lead more active and independent lives by collaborating with other members of the health care team. This work requires substantial clinical and technical judgment.

The principles of biomechanics, pathomechanics, gait analysis, kinesiology, anatomy and physiology are crucial to the practitioner's ability to provide comprehensive patient care and a positive clinical outcome. Patient assessment, treatment and education are part of the practitioner's responsibility and require collaborative communication skills.

In addition to performing orthotic and prosthetic procedures, the orthotists and prosthetists are involved in clinical decision-making and patient education. The scope of practice for orthotists and prosthetists includes, but is not limited to:

- Patient Assessment- Perform a comprehensive assessment of the patient to obtain an understanding of the patient's orthotic/prosthetic needs.
- Formulation of the treatment plan- Create a comprehensive orthotic/prosthetic treatment plan to meet the needs and goals of the patient.
- Implementation of the treatment plan- Perform the necessary procedures to deliver the appropriate orthotic/prosthetic services, which include fabrication of the devices required.
- Follow-up treatment plan- Provide continuing patient care and periodic evaluation to assure/maintain/document optimal fit and function of the orthosis/prosthesis.
- Practice management- Develop, implement and/or monitor policies and procedures regarding human resource management, physical environment management, business/financial management and organizational management.
- Promotion of competency and enhancement of professional practice- Participate in personal and professional development through continuing education, training, research and organizational affiliations.

Admission Requirements

To be eligible for consideration as a candidate in this option, an applicant must meet the following minimum requirements:

1. A bachelor's degree, from an accredited college or university, preferably in an allied health or related major and a GPA of 3.0 or above in the last 60 semester or 90 quarter units of upper division coursework may apply.

2. Facility with hand tools, light duty power equipment, and knowledge of materials used in Orthotics and Prosthetics; prior working or volunteer experience is an important selection criterion.
3. Successful completion of all orthotic and prosthetic option prerequisite courses with a grade of "B" or better. The prerequisites are listed in the requirements for the M.S. in Health Science, Orthotics and Prosthetics Option.
4. Has met the TOEFL requirement with a minimum score of 550 on the paper test or a minimum score of 80 on the Internet test.

Admission Procedures

1. Submit a complete graduate admission application to the University at www.csumentor.edu.
2. A subsequent interview by a panel consisting of orthotics and prosthetics faculty.
3. Submit directly to the Orthotics and Prosthetics Program:
 1. M.S. in Health Science, Orthotics and Prosthetics Program Application is available at <http://portal.opcas.org>. (Common Application System) Applications to the program are accepted one time each year. Students planning to seek admission should submit both applications including all supporting materials no later than January 31 preceding a summer semester admission to the program;
 2. a copy of official transcripts;
 3. GRE Test scores;
 4. a letter of intent;
 5. three letters of recommendation must be submitted directly to the Common Application System.

Send completed O & P applications to:
CSUDH Orthotics and Prosthetics Program
10641 Calle Lee, Suite 185
Los Alamitos, CA 90720

Please note: Application deadlines are subject to change without notice. Check with the O&P Program for the deadlines of the current application cycle.

Program Requirements

Students must complete the program with an average GPA of at least 3.0. All other university requirements for the master's degree in this University Catalog must be met (see the Graduate Degrees and Post baccalaureate Studies section of University Catalog).

HEA 445, Material Science and Laboratory Skills (2 units) and HEA 455, Applied Anatomy (1 unit) must be passed prior to Fall semester of year 1 to continue in the program sequence; if not passed, the student will have one additional chance to retake the course with a passing grade, and restart in Fall semester of the following year.

All graduate students are required to satisfy the Graduation Writing Assessment Requirement (GWAR) within the first 9 semester units of coursework in accordance with the established policies of the University as described in the Graduate and Postbaccalaureate section of the University Catalog. Upon completion of the second semester after admission, or 22 units of

approved coursework, the student must complete the Graduation Advisement and Advancement to Candidacy Form.

To be Advanced to Candidacy, the student must have:

1. achieved Graduate Classified Standing;
2. maintained a grade point average of 3.0 or better in all graduate coursework to be used for the degree;
3. completed the Graduation Writing Assessment Requirement (GWAR);
4. completed the Graduation Advisement and Advancement to Candidacy Form in consultation with the graduate coordinator; and
5. applied and paid graduation fees.

Capstone Activities

Degree students must complete a series of comprehensive exams/activities. The Capstone Activities involve creative application of theory and practice with real life clients who require orthotic or prosthetic intervention. The comprehensive exams are given over a 4-week period. They involve patient interaction and treatment, laboratory practical, written simulation, oral defense, gait analysis and written exams. Failure to achieve a passing score, after the third attempt, will result in a dismissal from the program.

Incomplete Courses

Students will not be permitted to enroll in new courses if they have two or more incomplete courses on their record. All other university rules about incomplete courses also apply.

Location and Registration

The Orthotic and Prosthetic Option is conducted off site at a CSUDH annex in Los Alamitos, CA. An established clinical affiliation exists with the nearby Veterans Administration Health Care System in Long Beach, CA. All courses in the Option are offered at the CSUDH Center for Orthotics and Prosthetics at the Los Alamitos annex.

Prerequisites and Course Requirements

The Prerequisites and Course Requirements conform to the Standards and Guidelines for the Accreditation of Educational Programs in Orthotics and Prosthetics, published by the National Commission on Orthotic and Prosthetic Education (NCOPE):

College-level Prerequisites: (Semester Units)

- Biology/Life Sciences - lecture with lab - (4 units)
- Chemistry -lecture with lab - (4 units)
- Physics - lecture with lab -(4 units)
- Human Anatomy & Physiology -lecture with lab - (4 units)
- Introductory Psychology -lecture - (3 units)
- Psychology: (Either) Human Growth and Development or Abnormal Psychology (3 units)
- Statistics -lecture - (3 units)
- GRE- the GRE General Test scores provide a common measure for comparing the qualifications of applicants. Admission to the M.S. Option is not solely based on GPA and GRE scores; it also includes letters of recommendation, letter of intent, and the student's background and knowledge of the orthotic and prosthetic profession.

In addition, the following courses are recommended but not required:

- Ethics
- Business Administration

Degree Requirements

A. Upper Division Courses (3 units)

HEA 445. Material Science and Laboratory Skills (2)

HEA 455. Applied Anatomy (1)

B. Core Courses (18 units)

HEA 500. Health Care Leadership and Management (3)

HEA 501. Advanced Research Methods in Health Science (2)

HEA 508. Clinical Pathology for Orthotists and Prosthetists (3)

HEA 516. Clinical Evaluation Tools in O&P (2)

HEA 535. Practice Management for O&P (1)

HEA 536. Psychosocial Aspects of Disability (1)

HEA 545. Normal Gait and Biomechanics of Movement (2)

HEA 547. Gait Analysis and Pathomechanics for O&P (1)

HEA 580. Applied Technologies in O&P (1)

HEA 598. Directed Research in Health Sciences (1, 1)

C. Clinical Courses (29 units)

HEA 435. Soft Goods Fitters Course (1)

HEA 540. Orthotic Management of the Upper Limb (3)

HEA 541. Orthotic Management of the Lower Limb I (4)

HEA 542. Orthotic Management of the Lower Limb II (5)

HEA 544. Orthotic Management of the Spine (4)

HEA 551. Prosthetic Management of the Upper Limb (3)

HEA 552. Prosthetic Management of the Lower Limb I (4)

HEA 554. Prosthetic Management of the Lower Limb II (5)

D. Clinical Rotation (9 units required, 2 units optional)

HEA 596. Clinical Practicum (repeatable 1-4 units, up to 11 total)

E. Capstone Activities (5 units)

HEA 592. Subspecialties in O&P (2)

HEA 593. Capstone Activity for O & P (3)

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

Health Science

Lower Division

HEA 100 Health and Lifestyles (3).

To familiarize the student with relationships among the physical, social and psychological aspects of health, which include: self-care, prevention and analysis of personal health problems through participation in self-assessment techniques. Topics include the relationship of lifestyles to nutrition, stress, physical fitness, death and dying, and mental illness.

HEA 201 Health Care Systems and Perspectives (3).

Examination of healthcare delivery systems and personal health as integrated physiological, social, psychological processes. Topics include role of healthcare providers; major healthcare organizations; contemporary healthcare issues; interactions of healthcare and physical environmental changes which influence health of the whole person.

HEA 280 Orientation and Elementary Radiation Protection (1).

Prerequisite: Admission to the Radiologic Technology Option.

Orientation to applied medicine, hospitals and radiology departments. Introduces students to overall view of radiology and ethical principles. Basic radiation protection instruction to allow students to begin the clinical practicum.

HEA 281 Medical Terminology: Radiology (1).

Prerequisite: Admission to the Radiologic Technology Option.

Programmed approach to general medical terminology with emphasis on radiology and applied specialties. Review of common medical terms, prefixes, suffixes and roots.

HEA 287 Clinical Practicum I (1).

Prerequisite: Admission to the Radiologic Technology Option.

Supervised Clinical rotations through support areas of radiology department: filerooms, darkrooms, patient transport and scheduling. Introduction to hospital environment and health care team. Film critiques. Practicum 280 hours.

Upper Division**HEA 300 Health in Public Education (2).**

Prerequisite: HEA 100 or equivalent is recommended.

Health education required course for the professional multiple or single-subject, clear credential teaching applicants. Covers all topics designated in the Health Framework for California, including personal health, family health, nutrition, the physiological and sociological effects of substance abuse, cardiopulmonary resuscitation and child abuse.

HEA 312 Introduction to Public Health (3).

Prerequisite: HEA 201.

Nature, transmission, and control of disease from a public health perspective: Historical background, current problems, trends in prevention and control, and applications to health care planning. Students must demonstrate proficiency in the English language by successfully completing oral and written assignments.

HEA 313 Introduction to Biostatistics (3).

Prerequisite: HEA 201 and MAT 131.

Introduction to the basic concepts of biostatistics and their applications and interpretation. Topics include descriptive statistics, graphics, diagnostic tests, probability distributions, interference, tests of significance, association, linear and logistic regression and life tables.

HEA 314 Health Behavior (3).

Prerequisite: HEA 201.

Current concepts of the behavioral sciences in the health field with specific application to ethnically and culturally diverse urban communities. Students must demonstrate proficiency in the English language by successfully completing oral and written assignments.

HEA 315 Interpersonal Skills in Health Communication (3).

Prerequisite: HEA 201.

Fundamentals, principles, and skills of interpersonal and group processes in health related occupations. Special emphasis on theory and techniques of interviewing, small group dynamics, crisis intervention and interpersonal management skills in ethnically and culturally diverse urban settings. Students must demonstrate proficiency in the English language by successfully completing oral and written assignments.

HEA 316 Introduction to Epidemiology (3).

Prerequisite: HEA 313.

Principles of epidemiology are introduced in the context of interpreting studies of health in human populations within their socio-cultural setting and diverse environments. Concepts addressing the design, implementation, analysis, and interpretation of epidemiological studies are covered.

HEA 318 Health Services Management (3).

Prerequisite: HEA 201.

Concepts, issues, and skills in administration and management of a healthcare unit, including personnel, finances, equipment, supplies, and facilities. Students must demonstrate proficiency in the English language by successfully completing oral and written assignments.

HEA 319 Leadership in Healthcare (3).

Prerequisite: HEA 201.

Focuses on leadership theory and its application to the healthcare setting. Leadership concepts include traits, situations, communication, power, vision, integrity, emotional intelligence, and courage. Provides an understanding of theory and research, and as well as skills and self insight to become effective leaders.

HEA 320 Contemporary Health and Disease (3).

Prerequisite: HEA 201 and BIO 102.

Through the natural and social sciences, addresses infectious and non-infectious diseases across the lifespan, their causative factors, disease occurrence patterns, risk factors, symptoms prevention, control, and treatment methods as well as education implications for achieving optimal community health.

HEA 371 Radiologic Technology Legal Perspectives and Review (1).

Prerequisite: Admission to Radiologic Technology Option - CRT.

Explores the foundations of the radiologic technology profession from legal perspective and coordinates study of current issues, theories and techniques related to health care delivery; principles of dark room technology and radiation protection, and medical terminology.

HEA 372 Radiologic Technology Historical and Philosophical Perspective and Professional Review (1).

Prerequisite: Admission to Radiologic Technology Option - CRT.

Explores the foundations of the radiologic technology profession from historical and philosophical perspectives and coordinates study of current issues, theories and techniques related to concepts and practice of fundamental patient care, radiologic exposure and routine radiologic procedures.

HEA 373 Radiologic Technology Ethical Perspectives and Professional Review (1).

Prerequisite: Admission to Radiologic Technology Option - CRT.

Explores the foundations of the radiologic technology profession from an ethical perspective and coordinates study of current issues, theories and techniques related to radiographic procedures using contrast media, topographic anatomy and positioning, and routine fluoroscopic procedures.

HEA 374 Radiologic Technology Political and Social Perspectives and Professional Review (1).

Prerequisite: Admission to Radiologic Technology Option - CRT.

Explores the foundations of the radiologic technology profession from a political and social perspective and coordinates study of current issues, theories and techniques related to radiation protection and federal and state regulations, radiologic physics, topographic anatomy and positioning, and routine exams in pediatrics, surgery and genitourinary room.

HEA 375 Radiologic Technology Future Perspectives and Professional Review (1).

Prerequisite: Admission to Radiologic Technology Option - CRT.

Explores the future of the radiologic technology profession from a technological, as well as professional perspective and coordinates study of current issues, theories and techniques related to special radiologic procedures, sub-specialties, and departmental and administrative procedures, and senior research topics.

HEA 380 Darkroom Chemistry and Techniques (1).

Prerequisite: Admission to the Radiologic Technology Option.

Darkroom construction, hand and automatic processing, film artifacts, processing aspects, and prevention. Quality control and darkroom chemistry.

HEA 381 Patient Care Procedures Related to Radiology (2).

Prerequisite: Admission to the Radiologic Technology Option.

Introduction to fundamental patient care procedures and principles in radiology departments: patient care/handling, body mechanics, aseptic technique, emergency procedures and use/care support equipment in preparation for patient contact.

HEA 382 Principles of Radiographic Exposure (3).

Prerequisite: Admission to the Radiologic Technology Option.

Basic radiographic principles: image formation, intensifying screens, factors affecting quality, calibration, equipment design/function, filters, electromagnetic radiation and exposure factors. Teaches mechanics of performing examinations.

HEA 383 Common Radiographic Procedures Using Contrast Media (2).

Prerequisite: Admission to the Radiologic Technology Option.

Positioning and exposure techniques for contrast studies (esophograms, barium enemas, etc.) fluoroscopic techniques. Introduction to the uses, contraindications, and pharmacology of contrast media.

HEA 384 Topographical Anatomy & Positioning I (3).

Prerequisite: Admission to the Radiologic Technology Option.

Introduces topographic anatomy and positioning procedures necessary to produce diagnostic radiographs of the entire body (except the skull). Exposure control techniques and exam indications.

HEA 385 Radiation Protection (3).

Prerequisite: Admission to the Radiologic Technology Option.

Principles of radiation safety, biological effects, x-ray production, and radiation detection devices. Emphasis on federal and state regulations.

HEA 387 Clinical Practicum II (3).

Prerequisite: Admission to the Radiologic Technology Option.

Supervised rotations through routine diagnostic rooms. Perform radiologic examinations on patients under direct supervision of a technologist. These will include x-rays and film critiques of the thoracic and appendicular skeleton. Rotation through emergency rooms, orthopedics, and portable radiography. Practicum 580 hours.

HEA 388 Clinical Practicum III (3).

Prerequisite: Admission to the Radiologic Technology Option.

Supervised rotation through routine radiographic/fluoroscopic rooms, including surgery. Perform routine diagnostic examinations (except skull), fluoroscopic and intra-operative exams. Weekend rotations begin. Film critiques. Practicum 580 hours.

HEA 395 Special Topics in Health Sciences (1-3).

Prerequisite: Consent of instructor.

Study of a topic of interest to students pursuing a career in the health professions. Topic will vary as announced. One to three hours of lecture per week.

HEA 435 Orthotics Soft Goods Fitters Course (1).

Prerequisites: BIO 250 and BIO 251, or equivalent Anatomy and Physiology with Lab.

Comprehensive study of short-term, custom-fitted orthoses for the management of the spine, upper and lower limbs. It includes evaluation, assessment, treatment plan formulation, implementation of the plan, and follow-up. Fittings of selected orthoses are included.

HEA 445 Material Science and Laboratory Skills (2).

Prerequisite: BIO 250 and BIO 251, or equivalent.

Study of various chemical and physical properties of materials and the relationship and implications of those properties in orthotic-prosthetic design and fabrication. Development of specific laboratory competencies on O&P tools, techniques, and materials.

HEA 455 Applied Anatomy (1).

Prerequisites: BIO 250 and BIO 251, or equivalent Anatomy and Physiology with Lab.

A focused course in human anatomy that uses a combined regional and systemic approach to examine the relationships and organization of the major structures within the body as they relate to Orthotic and Prosthetic application and design.

HEA 461 Community Health Needs Assessment and Program Planning (3).

Prerequisite: HEA 314, HEA 316, HEA 462 and HEA 479.

Examination of approaches for conducting community health needs assessments and planning of health intervention programs.

HEA 462 Methods in Community Health Education (3).

Prerequisite: HEA 201.

Introduces principles and theories of learner-centered education to promote community health. Includes assessment of learning environment; development of curriculum and teaching plans; teaching/learning strategies, methodologies, resources; selection of aids and materials; evaluation of effectiveness. Students will plan and present lessons.

HEA 463 Health Program Implementation and Evaluation (3).

Prerequisite: HEA 461.

Focuses on strategic approaches to implementation of community health promotion and disease prevention programs and evaluation of program processes and outcomes.

HEA 464 Health Educator as Community Resource and Advocate (3).

Prerequisite: HEA 201.

Emphasizes role of community organizing in engaging diverse communities to advance conditions in which people can be healthy. Examines role of health educators, grassroots activists, and others in stimulating social, political, and economic approaches to promote community health.

HEA 465 Introduction to Global Health (3).

Prerequisite: HEA 201.

Contributors to global burden of disease that constrain health and wellbeing around the world, inter-relationships of socio-cultural, technological, economic, and political factors at local, regional, national, and international levels that influence health, policy development, and interventions at all levels.

HEA 466 Environmental Health Problems (3).

Prerequisite: HEA 201.

Impact of human activities on environmental quality and resulting environmental health problems, especially local issues, public and private responses to them. Design, carry out, and analyze a study and prepare a written report of results. Students must demonstrate proficiency in the English language by successfully completing oral and written assignments.

HEA 467 Health Policy Issues and Analysis (3).

Prerequisite: HEA 201.

Examination of the major current health policy issues in the U.S. with emphasis on the application of conceptual and procedural policy analysis tools useful for defining policy problems, assessing alternative solutions, and examining effects of health policies.

HEA 468 Multicultural Health (3).

Prerequisite: HEA 201. SOC 101 and ANT 100 are recommended.

Study of social, cultural, psychological, and biological factors affecting the distribution of health, wellness, and illness in various ethnic, cultural, and racial groups. Special attention is given to health issues of groups with special physical and mental health needs, including underserved and immigrant populations residing in California.

HEA 469 Management Sciences in Healthcare Organizations (3).

Prerequisites: ECO 210, HEA 313, HEA 318.

Drawing on economics, statistics, operations research, decision analysis, systems analysis, and operations management, provides an introduction to selected quantitative techniques and analytical tools applicable to improvement of management problem solving and processes, and the organizational delivery of health services.

HEA 471 Law, Ethics and Social Values in Healthcare (3).

Prerequisite: HEA 201.

Overview of legal and ethical issues faced by society, healthcare consumers, providers, and administrators within the context of social values. Introduction to legal and ethical decision-making at the governmental, institutional, and practitioner levels.

HEA 472 Survey of Healthcare Finance (3).

Prerequisite: HSC 210, ACC 230, ECO 210.

Concepts and issues in financial management of healthcare organizations. Use of tools for cost effective decision-making and learn to recognize and deal with financial components of decision-making in healthcare organizations. Student must demonstrate proficiency in the English language by successfully completing oral and written assignments.

HEA 476 Managing Health Information Systems (3).

Prerequisite: HEA 201 and HEA 318.

Conceptual and practical aspects in the analysis, development, and utilization of health information technology and systems having clinical and business applications with the focus being on improving organizational performance.

HEA 477 Long-Term Care Administration (3).

Prerequisite: HEA 201.

History, development, trends; major policy issues; organization of systems; principles and techniques of administration, including managing the environment of care and client/resident care services; management of institutional and community-based programs.

HEA 478 Strategic Management in Healthcare (3).

Prerequisites: HEA 318 and HEA 472.

Methods for strategic planning and marketing of health services organizations. Techniques for determining strategies for unique services, integration of strategy, structure, and administrative systems.

HEA 480 Radiological Physics (2).

Prerequisite: Admission to the Radiologic Technology Option.

Emphasis of health and safety on electric circuits, generators, x-ray circuits, x-ray physics.

HEA 481 Topographic Anatomy and Positioning II (3).

Prerequisite: Admission to the Radiologic Technology Option.

Introduces topographic anatomy and positioning procedures necessary to produce diagnostic radiographs of the skull. Exposure control techniques and exam indications included.

HEA 482 Special Radiographic Procedures (2).

Prerequisite: Admission to the Radiologic Technology Option or consent of instructor.

Radiographic anatomy and physiology, positioning, film evaluation and specialized equipment applying to highly technical exams (interventional radiography, tomography, CT and MRI).

Management of acutely ill patients. Fee required.

HEA 483 Sub-Specialties in Radiology (2).

Prerequisite: Admission to the Radiologic Technology Option.

Introduction to principles of pediatric radiography, intraoral radiography, radiation therapy and nuclear medicine. Image formation, equipment, techniques and handling of radiation and radionuclides.

HEA 485 Departmental Administrative and Office Procedures, Computer Literacy (1).

Prerequisite: Admission to the Radiologic Technology Option.

Introduction to organization and budgeting of a radiology department; use of computers in radiology and basic computer principles.

HEA 487 Clinical Practicum IV (1).

Prerequisite: Admission to the Radiologic Technology Option.

Supervised rotations through routine radiographic/fluoroscopic, pediatric, surgical and genitourinary rooms. Performs routine exams and film critiques (except skull) in all areas.

Practicum 280 hours.

HEA 488 Clinical Practicum V (3).

Prerequisite: Admission to the Radiologic Technology Option.

Supervised rotations through all areas of routine radiography, with student performing all routine diagnostic fluoroscopic and radiographic exams and film critiques, including skull radiography.

Student will

be able to perform radiologic procedures independently. Practicum 580 hours.

HEA 489 Clinical Practicum VI (3).

Prerequisite: Admission to the Radiologic Technology Option.

Supervised rotations through special radiographic procedures, radiation therapy, magnetic resonance imaging, nuclear medicine, mammography and ultrasound. Continued application in routine radiography, fluoroscopy and film critique. Perform radiologic procedures independently. Practicum 580 hours.

HEA 490 Health Science Senior Seminar (1-3).

Prerequisites: Senior Standing, HEA 479. Community Health Option: HEA 461, HEA 463*, and HEA 468. Health Care Management Option: HEA 467 and HEA 478. Co-requisites: Community Health Option: HEA 463* (may be taken as a co-prerequisite)

Undertake in-depth study employing concepts and principles learned in Health Science core and options. Must demonstrate analytic thinking skills and ability to synthesize disparate area knowledge in the development of an original research project. Proficiency in written and oral English language required.

HEA 494 Independent Study in Health Sciences (1-3).

Prerequisite: Consent of instructor.

In-depth study of a health sciences topic under the supervision of a health sciences instructor. Requires independent study contract to be completed before enrollment. Repeatable course.

HEA 495 Special Topics in Health Sciences (1-3).

Prerequisites: HEA 201; Consent of instructor.

Intensive study of a Health Sciences topic of special interest to students pursuing a career in the health professions. Topic will vary as announced. One to three hours of lecture per week.

HEA 496 Internship in Health Sciences (1-6).

Prerequisites: Health Science major, senior standing, acceptance into an internship, consent of instructor. Final semester is recommended. Co-requisite: HEA 497.

Students will be directed to health care facilities to serve as interns. Regular meetings are scheduled with a faculty internship supervisor to assess student progress. Up to forty hours per week. CR/NC grading.

HEA 497 Internship Seminar in Health Sciences (1)

Prerequisite: Consent of instructor; final semester is recommended. Co-requisite: HEA 496.

Students discuss and conduct in-depth analyses of their personal and professional growth and problem-solving skills in relation to their internship experiences.

HEA 498 Directed Research in Health Sciences (1-3).

Prerequisites: HEA 201 and consent of instructor.

Advanced topics and research on specific subjects in Health Sciences. Topics of research to be approved and directed by an instructor.

HEA 499 Senior Research Project in Radiology (1,1).

Prerequisite: Admission to the Radiologic Technology Option.

Individual research in radiology with student class presentation: learn presentation skills, use of A-V methods, oral skills, and written presentation. Students must demonstrate proficiency in the English language by successfully completing oral and written assignments. One hour of seminar activity per week. Repeatable for credit for up to one unit.

Graduate

HEA 500 Health Care Leadership and Management (3).

Examines the structure, management and interrelationship of health care organizations across the spectrum of care in light of classical and contemporary management theory, and provides

understanding of the unique relationship within and between health care organizations and professionals.

HEA 501 Advanced Research Methods in Health Science (1-3).

Prerequisites: HEA 479 or equivalent and MAT 131 or equivalent.

Theory and practice of experimental, correlation and descriptive research. Computer application of statistical packages to data sets. Two hours of lecture and two hours of laboratory per week.

HEA 508 Clinical Pathology for Orthotists & Prosthetists (3).

Prerequisites: HEA 455, or consent of instructor.

Examination of the etiology, clinical signs and symptoms, treatment, prognosis and social implications of pathological conditions associated with numerous diseases and traumatic injuries that require orthotic and/or prosthetic intervention. Includes introductory Neuroscience and neural disorders encountered in practice.

HEA 516 Clinical Evaluation Tools in Orthotics and Prosthetics (2).

Prerequisites: HEA 455, or consent of instructor.

Examines the variety of standardized clinical assessment tools to be appropriately used in concert with the clinical examination as well as evidence from the literature, to determine the need for orthotic-prosthetic services and design optimal intervention strategies.

HEA 535 Practice Management for Orthotics and Prosthetics (1).

Prerequisites: HSC 500, or consent of instructor.

This course will address general business practice within orthotic-prosthetic practice, including its role in clinical decision making, documentation, time management and compliance with regulatory agencies, reimbursement and human resource management.

HEA 536 Psychosocial Aspects of Disability (1).

Prerequisites: HSC 500, or consent of instructor.

Application of psychological concepts to illness and disability. Awareness of social supports and constraints, activities across the lifespan, and integration of these factors into clinical practice. Strategies for dealing with patients in distress, and symptoms requiring referral to other professionals.

HEA 540 Orthotic Management of the Upper Limb (3).

Prerequisites: HEA 508, HEA 516, HEA 545.

Comprehensive study of short- and long-term upper limb orthotic patient management. It includes evaluation and assessment, treatment plan formulation, implementation of the plan, and follow-up. Fabrication and fitting of finger, hand, wrist, forearm, elbow, humeral, and shoulder orthoses.

HEA 541 Orthotic Management of the Lower Limb I (4).

Prerequisites: HEA 508, HEA 516, HEA 545.

A comprehensive study of lower limb orthotic patient management distal to the knee. It includes evaluation and assessment; treatment plan formulation, follow-up and patient education; as well as biomechanics, gait analysis and motor disability. Fabrication and fitting of foot and ankle-foot orthoses.

HEA 542 Orthotic Management of the Lower Limb II (5).

Prerequisites: HEA 541.

Comprehensive study of lower limb orthotic patient management proximal to the knee. It includes evaluation and assessment; treatment plan formulation, follow-up and patient education; as well as biomechanics, gait analysis and motor disability. Fabrication and fitting of selected orthoses.

HEA 544 Orthotic Management of the Spine (4).

Prerequisites: HEA 508, HEA 516, HEA 545.

Comprehensive study of spinal orthotic management. It includes evaluation, assessment, treatment plan formulation, implementation of the plan, and follow-up. Fabrication and fitting of selected orthoses is included. Also, presentation of Wheelchair Seating and Cranial Remolding Helmets.

HEA 545 Normal Gait and Biomechanics of Movement (2).

Prerequisites: HEA 455, or consent of instructor.

Primary areas of study will include applied anatomy, anthropometry, kinematics, and kinetics, normal human locomotion, force vectors, observational and instrumented gait analysis.

HEA 547 Gait Analysis and Pathomechanics for O&P (1).

Prerequisites: HEA 545, or consent of instructor.

Examination and assessment of how and why an individual's gait deviates from normal human locomotion when they are utilizing an orthotic or prosthetic device designed specifically for application below the knee.

HEA 551 Prosthetic Management of the Upper Limb (3).

Prerequisites: HEA 508, HEA 516, HEA 545.

Comprehensive study of upper limb prosthetic management, including transradial, transhumeral, partial hand, elbow and shoulder disarticulation amputations. Includes evaluation; assessment; treatment plan formulation, implementation and follow-up to promote positive outcomes utilizing evidence-based practice.

HEA 554 Prosthetic Management of the Lower Limb II (5).

Prerequisites: HEA 552.

Management of amputations proximal to the knee, including Knee Disarticulation, Trans Femoral and Hip Disarticulation. Includes all aspects of patient assessment, formulation of treatment plans, and implementation through measurement, casting, fabrication and fitting to promote positive outcomes.

HEA 580 Applied Technologies in Orthotics and Prosthetics (1).

Prerequisites: HEA 500.

Integration of non-traditional techniques in the measurement, fabrication, and delivery of devices in contemporary O&P practice. This includes knowledge of computer aided design, electrical circuitry, and biomechanical and biomedical engineering concepts.

HEA 592 Subspecialties in Orthotics and Prosthetics (2).

Prerequisites: HEA 541, HEA 542, HEA 551 and HEA 552 or consent of the instructor.

Student driven course in areas of advanced skills, infrequently used devices, or unique goals in O&P. Lecture and demonstration with pediatric, geriatric, recreational and special use clients. Development of evaluation, assessment, and treatment plans through case studies and live interaction.

HEA 593 Capstone Activity for Orthotics and Prosthetics (3).

Prerequisites: Advancement to candidacy.

MS in health Science, O & P Option requires a portfolio as the culminating experience. The portfolio is an accumulation of a directed research paper, practical exams, written and written simulation exams, oral exams, gait analysis and clinical patient scenarios.

HEA 596 Clinical Practicum in Orthotics and Prosthetics (1-4).

Prerequisites: HEA 508, HEA 516 or consent of the instructor.

Fieldwork and in-depth study of discipline related topics under the direction of Division of Health Sciences faculty member. Repeatable for credit for up to a maximum of eleven units.

HEA 598 Directed Research (1).

Research on a subject related to the option which is suitable for professional presentation or publication. Specific topic of the research must be approved and directed by an instructor. A maximum of 2 units may be applied toward the master's degree. Repeatable course.

HEA 599 Graduate Capstone Activity (1-3).

Prerequisites: Advancement to Candidacy and completion of all core courses and HEA 598. Writing and presentation of a research project under supervision with assigned faculty.

Infrequently Offered Courses

HEA 460 Community Health Agencies (3).

Prerequisite: HEA 201.

Examination and evaluation of state, federal, local and community health agencies and programs. Survey and analyze community level drug, alcohol, communicable disease, and mental health problems and programs. Students must demonstrate proficiency in the English language by successfully completing oral and written assignments.

HEA 470 Legal Issues in the Health Sciences (3).

Prerequisite: HEA 201.

Examination of new legislation, exploration of various health law issues that impact hospitals, individuals and groups within the health care sector; including informed consent, regulation/antitrust, licensure and credentialing, and medical ethics. Students must demonstrate proficiency in the English language by successfully completing oral and written assignments.

HEA 474 Seminar in Health Care Ethics (3).

Prerequisites: HEA 201; HEA 470 and HEA 472 are recommended.

Intensive study of ethical issues raised in provision of health care and health care administration. Current and historical arguments surrounding ethical issues will be discussed and analyzed. Students will learn to recognize ethical dilemmas, apply ethical principles and resolve the dilemmas.

HEA 475 Human Resources Management in Healthcare (3).

Prerequisite: HEA 201.

Emphasis on key concepts of human resources management, identifying importance of human resources in healthcare organizations, establishing need for relating strategic planning of organizations to their human resource planning, and on examining role of organizational culture in behavior and productivity.

HEA 479 Research Methods in Health Sciences (3).

Prerequisite: HEA 313 is required; CSC 101 is recommended.

Overview of research methods in health sciences, including study design, sampling, data collection and analysis, statistical techniques, and report writing. Application of research methods to development of research proposal. Critical analysis of literature. Examination of relevance of data to decision making.

Division of Health Sciences

Upper Division

HSC 491 Management Skills in the Health Sciences (3).

Prerequisite: HEA 201.

Presentation and discussion of current concepts and trends in the administration and management of the health sciences. Educational/instructional methodologies. Student projects, written and oral.

Infrequently Offered Courses

HSC 502 Principles of Epidemiology (3).

Overview of principles and methods of epidemiology and application to distribution of health and illness in society. Examines risk factors associated with incidence and prevalence of acute and chronic diseases in diverse populations.

HSC 503 Health Promotion and Disease Prevention (3).

Study of health behaviors and evaluation of community intervention strategies for the promotion of health and prevention of disease in diverse populations.

HSC 504 Health Policy and Administration for Health Professionals (3).

Examination of current health policy issues and health care administrative practices for health professionals. Emphasis on health care reform, managed care, case management, personnel management, financial management, the health care team, Patient Focused Care, Continuous Quality Improvement.

HSC 505 Teaching Strategies for Health Professionals (3).

Prerequisite: HSC 500.

Study of effective teaching and evaluation methods in health sciences, including principles of teaching and learning, curriculum development, problem-based learning, competency-based outcomes assessment, group dynamics, and instructional media.

HSC 506 Critical Assessment of Health Science Literature (3).

Prerequisites: HSC 501, or completion of HEA 479 or equivalent and MAT 131 or equivalent, and consent of instructor.

Critical assessment of health literature in terms of research methods, application of research findings, and policy implications.

HSC 507 Measurement and Assessment in Health Professions Education (3).

Prerequisite: HSC 500.

The course focuses on issues of measurement and assessment in teaching in the health professions. Emphasis is placed on approaches to testing, types of instruments, validity, reliability, and item analysis. Examines methods and approaches to evaluation of scientific research.

HSC 508 Ethical Issues in Health Care Management (3).

Prerequisite: HSC 500 is recommended.

Review of ethical decision-making theories and moral principles related to health care organizational management, biomedical advances, end-of-life criteria, access to care, and the establishment, composition, and responsibilities of medical ethics committees and ethical codes of conduct.

HSC 509 Communication and Group Dynamics in Healthcare (3).

Prerequisite: HSC 500 is recommended.

Assists students in understanding and improving interpersonal communication skills through structured exercises in professional presentations, scientific writing, skill development in health information technologies, and interacting with health personnel and practitioners in healthcare organizations.

HSC 512 Principles of Managed Care (3).

Prerequisite: HSC 500.

Analyzes the implications to providers, consumers, and payers of managed care including the financial and operational values of capitation and other reimbursement mechanisms, medical group formation and valuation, risk assessment, and contractual issues of price, service, and payment.

HSC 515 Organizational Theory and Behavior in Health Sciences (3).

Prerequisite: HSC 500; completion of core requirements is recommended.

Reviews organizational design, behavior and theory as an interdisciplinary approach to understanding health service organizations. Issues of workforce diversity, organizational development, reengineering and the use of teams to improve efficiency are analyzed.

HSC 518 Finance and Cost Accounting (3).

Prerequisite: HSC 500.

Presents principles and perspectives of financial and cost management of profit and not-for-profit health care organizations with specific emphasis on the integration of contractual allowance, capitation management, cost-center accounting and reimbursement policy impact on financial management.

HSC 521 Compliance, Health Law and Research (3).

Prerequisite: HSC 500.

Covers legal theories, issues, and government regulations as they pertain to management of and compliance with recognized standards of medical research and clinical trials.

HSC 524 Health Science Research and Funded Projects (3).

Prerequisite: HSC 500.

Analysis of funded research projects in the health sciences, including study design, sampling, data analysis and significance of the research proposal in preparing a grant application. Critical analysis of the literature and identification of appropriate funding opportunities for grant projects.

HSC 530 Health Care Strategic Planning and Marketing (3).

Prerequisite: HSC 500.

Presents the principles and theoretical foundation of health care strategic and tactical planning, marketing, business development, managed care contract maximization, and financial analysis and modeling of alternative short and long-range strategies across the continuum of health care.

HSC 594 Independent Study (1-3).

Independent study, including research or field experience under supervision of a faculty member. Independent study contract required. Repeatable course.

HSC 595 Special Topics (1-3).

Advanced course of interest to graduate students in the health sciences. Specific topic and content will vary as announced. Repeatable course.

HSC 596 Practicum in Professional Studies (3).

Prerequisite: Completion of core courses.

Fieldwork and in-depth study of a discipline related topic under the direction of Division of Health Sciences faculty member. Graded CR/NC only. Nine hours of laboratory per week.

Repeatable for credit for up to a maximum of six units.

HSC 600 Project Continuation Course (0).

Students who have completed all coursework except HSC 599 Graduate Capstone Activity may maintain continuous attendance by enrolling in this course. Signature of graduate coordinator is required.

GRN 514 Introduction to Social Gerontology (3).

Presents the framework and essence of aging from a social gerontological perspective. It covers the multifaceted issues of attitudes towards aging, family, social policy, healthcare system and the older adult, living arrangements and housing in old age, etc.

GRN 541 The Older Woman: Aging and Health Issues (3).

Explores how the aging process affects women socially, emotionally, physically, and economically. Focuses on the diversity and social status of aging women. Examines widowhood, menopause and sexuality, divorce and remarriage in old age, alternative lifestyles, etc.

GRN 543 Lesbian and Gay Aging and Health Issues (3).

Presents an overview of current developments and research trends in lesbian and gay aging. Selected health care areas include mental health and wellness, AIDS, death and dying, attitudes of health care professionals toward aging lesbians and gays.

GRN 550 Seminar in Theories of Gerontology (3).

Functions, goals, and development of theory; discussion and critical examination of biological, psychological, and sociological theories of aging. Three hours of seminar per week.

GRN 552 Seminar: Organizational Administration (3).

Clarification of organizational goals, initiating fund raising, marketing, and the administration of organizations to provide needed community services. Three hours of seminar per week.

GRN 555 Seminar in Social Policy and Economics of Aging (3).

Overview of existing programs and funding resources emphasizing major legislation affecting older adults, e.g., social security, Older Americans Act, Medicare and MediCal. Economic implications for individuals, communities and the nation. Demands for goods and services and consumer patterns for the aging population. Three hours of seminar per week.

GRN 558 Seminar in Life Options and Retirement Planning (3).

Study of techniques of advising individuals and groups about adjustments to retirement and sharing of information about options in later life including changing personal and social relationships, financial planning, housing, government benefits, pensions, legal issues, e.g., wills, medical forms. Three hours of seminar per week.

GRN 562 Counseling the Older Adult (3).

A study of basic counseling skills and specific techniques from the area of family therapy, which will be applied to the older adult population. Covers history, characteristics, problems and needs of aging, and treatment plans for counseling.

GRN 563 Seminar in Community Services for the Older Adult (3).

Assessment of changing needs and special issues for communities. Identification of community resources and their mobilization and organization. Action strategies such as establishment of nonprofit corporations, lobbying, advisory councils, volunteers, peer counseling, and development of professionals and new careers. Three hours of seminar per week.

GRN 564 Nutrition and the Mature Adult (3).

Examines nutritional concepts and scientific findings in maintaining health throughout the aging process. Addresses environmental factors necessary to safeguard food safety as well as their role in designing sound nutritional programs for the mature adult.

GRN 565 Seminar in Long-Term Care for the Older Person (3).

Overview of programs and facilities available for aged and frail elderly population. Special issues, present patterns, and future trends in this field are explored. Assessment models for individuals and groups requiring special attention will be presented. Three hours of seminar per week.

GRN 567 Perspectives on Death and Dying (3).

Personal and social attitudes toward death, reactions of the terminally ill, grief, the funeral, effects of war and holocaust, implications of life prolonging advances in technology from psychological, sociological and cross-cultural perspectives.

GRN 595 Seminar: Special Topics in Gerontology (1-3).

Study of a current topic in Gerontology. Repeatable for total of six units. One to three hours of seminar per week.

GRN 596 Internship in Gerontology (3).

Students will be directed to appropriate agencies and centers to work as interns within their chosen area of specialization. Regular meetings scheduled with a faculty internship supervisor to assess student progress. Repeatable for credit up to six units. One hour of seminar per week in addition to internship.

GRN 597 Directed Reading in Gerontology (3).

In consultation with a faculty member, completion of readings to prepare for the comprehensive examination; or for orientation to a little known topic; or as background for writing a research, thesis, or project proposal. CR/NC grading. Repeatable for total of six units.

GRN 598 Directed Research in Gerontology (3).

Conduct of pilot studies, development of research instruments, or similar independent research in preparation for the project or thesis, under the supervision of a faculty member in Gerontology or any other area of Health Science. CR/NC grading. Repeatable for total of six units.

GRN 599 Thesis or Project in Gerontology (3).

In consultation with a faculty member, writing of a masters thesis or completion of a project in Gerontology. Choice of area requires prior consent of advisor. Repeatable for credit up to six units. CR/NC grading.

GRN 600 Graduate Continuation Course in Gerontology (0).

Graduate Gerontology students who have completed their course work but not their thesis, project, or comprehensive examination, or who have other requirements remaining for the completion of their degree, may maintain continuous attendance by enrolling in this course. Signature of graduate program coordinator required.

HISTORY

College of Arts and Humanities

Department of History

Bachelor of Arts

History/Social Science Education Option

Minor

Specific History

Subject Matter Authorization

Faculty

Christopher Monty, Department Chair

Kate Fawver, Jim Jeffers, Andrea Johnson, Laura Talamante

Department Office: LCH A-342, (310) 243-3328

Emeriti Faculty

Enrique Cortes, Judson A. Grenier, Donald Teruo Hata, Nancy Hollander, Howard Holter,

Donald A. MacPhee, Linda Pomerantz, Frank Stricker, Clement Okafor Udeze

Program Description

A careful study of the past helps us better understand the present. History as an academic and professional discipline continually looks for the best ways to help us understand times, people, and places very different from our own. The department offers an undergraduate major and minor in history. It provides history subject matter content for teachers in Liberal Studies and for those interested in pursuing a career as a history/social science teacher, grades 7-12. The program's curriculum also provides students with the breadth of knowledge and skills necessary to pursue graduate training in history. History majors may apply for the Jack Kilfoil scholarship. Consult the history department for more information.

Undergraduate

The history program offers a wide range of topical and area courses. Lower-division survey courses help students make connections between the events and persons of the past as they learn how historians find and evaluate evidence. Upper-division courses study specific eras and topics in greater depth. The three courses required of all majors, HIS 300, 400, and 490, give students a solid understanding of the terms, methods, and theories historians use in the study of the past, and equip them to engage in historical enquiry on topics of interest to them. History courses are useful either as general electives or as part of several interdisciplinary majors.

Academic Advisement

The history program is designed to allow students maximum flexibility to tailor their major to their interests and needs. Students should therefore seek faculty advisement upon entering the program and routinely thereafter. Faculty advisors work with students to provide information about departmental requirements, course availability, coursework, internship opportunities and career options. Advisors will also help students prepare for graduate work in history and related

fields. All history majors must have on file a History Advisement Form, available from the department office. Students expecting to graduate must also fill out a Graduation Advisement Form by the third week of the semester prior to the expected semester of graduation. Both forms must be filled out in consultation with department faculty or a designated history department undergraduate advisor.

Preparation

High school students are encouraged to take broadly based humanities and social science courses. Students transferring from community colleges may apply appropriate lower division courses in world civilization towards the major.

Career Possibilities

The study of history will give students an understanding of modern society through a review of the past and introduce them to a diversity of cultures in historical perspective. Students will find the history major helpful if they plan to: 1) teach at the primary or secondary school level; 2) pursue graduate degrees in history or related fields; 3) work for United States governmental agencies or in local government service, or for private organizations where the ability to do research is essential; 4) work in business contexts where the ability to think critically and communicate clearly and persuasively are important; 5) study law; or 6) work in contexts where research abilities and a broad understanding of society are important such as managing local history projects, fundraising, museums, archives, and libraries.

In addition, students may prepare for a career in teaching Social Science at the secondary level (junior high or high school) by completing the Education Option (a state-approved "Subject Matter Preparation Program") Completion of such a program is the first step in meeting the state requirements for a teaching credential. Interested students should consult with a faculty advisor for current information.

Student Organizations

Phi Alpha Theta: An international history honor society. The Tau Epsilon chapter promotes the study of history through the encouragement of research, good teaching, publication, and the exchange of learning and ideas among historians. The Department also sponsors the CSUDH History Club, which is open to all students.

Graduation With Honors

An undergraduate student may be a candidate for graduation with Honors in History provided he or she meets the following criteria:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum grade point average of at least 3.5 in all courses used to satisfy the upper division requirements in the major;
3. Recommendation by the faculty of the History Department.

Bachelor of Arts in History

Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

Minor Requirements

No minor required.

Major Requirements (45 units)

The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

A. Lower Division Required Courses (6 units):

HIS 120. World History I (3)

HIS 121. World History II (3)

B. Upper Division Requirements (39 units)

1. Required Courses (9 units):

HIS 300. Theory and Practice of History (3)

HIS 400. Proseminar in History (3)

HIS 490. Senior Seminar in History (3)

NOTE: HIS 300, 400 and HIS 490 must be completed with a grade of C or better.

2. Select three courses in non-U.S. history (representing at least two regions) from the courses numbered 305, 310-320, 360-369 and 395, when the subject is appropriate (9 units).

3. Select three courses in U.S. history. Two should be period courses, selected from the courses numbered 330-336. One should be topical, selected from the courses numbered 340-359 or 395, when the subject is appropriate (9 units).

4. Select four additional upper-division courses, one of which must be a topical course (courses numbered 301, 340-352, 354, 370-390, and 395). The other three may be any upper-division courses (12 units).

History/Social Science Education Option

1. Required Core Coursework (36 units):

HIS 101. History of the United States (3)

HIS 120. World History I (3)

HIS 121. World History II (3)

HIS 305. World History for Teachers (3)

HIS 341. California (3)

ECO 210. Economic Theory 1A Microeconomics (3)

ECO 211. Economic theory 1B Macroeconomics (3)

GEO 100. Earth, the Human Home (3)

GEO 350. World Geography (3)

GEO 360. North America (3)

POL 100. General Studies Political Science: World Perspectives (3)

POL 101. American Institutions (3)

2. Required Extended Studies Coursework (39 units)

a. Required Courses (15 units):

HIS 300. Theory and Practice of History (3)

HIS 306. History and Social Science in the Secondary Schools (3)

HIS 400. Proseminar in History (3)

HIS 490. Senior Seminar in History (3)

PHI 383. Comparative Religions (3)

NOTE: HIS 300, HIS 400, and 490 must be completed with a grade of C or better.

b. One of the following courses in pre-modern American History (3 units):

HIS 330. United States: Colonial Period (3)

HIS 331. United States: Revolutionary and Constitutional Period (3)

c. One of the following courses in early American History (3 units):

HIS 332. United States: Early National Period (3)

HIS 333. United States: Civil War and Reconstruction (3)

d. One of the following courses in modern American History (3 units):

HIS 334. Emergence of Modern America (3)

HIS 335. United States: War and Depression (3)

HIS 336. United States: Recent Period (3)

e. One of the following two-course sequences (6 units):

HIS 360. African History to the 1880s (3)

HIS 361. African History from the Colonial Era to the Present (3)

HIS 362. Traditional China (3)

HIS 363. Modern China (3)

HIS 364. Traditional Japan (3)

HIS 365. Modern Japan (3)

HIS 366. Colonial Latin America (3)

HIS 367. Modern Latin America (3)

f. One of the following courses in early European History (3 units):

HIS 310. The Ancient World (3)

HIS 313. Renaissance and Reformation (3)

HIS 318. History of Medieval Russia (3)

g. One of the following courses in modern European History (3 units):

HIS 314. Emergence of Modern Europe (3)

HIS 315. Twentieth Century Europe (3)

HIS 319. History of Imperial Russia, 1689-1917 (3)

HIS 320. History of the USSR and Post-Soviet Russia (3)

h. One of the following courses in political thought (3 units):

POL 354. American Political Thought (3)

POL 361. American Constitutional Law: Civil Rights (3)

Minor in History (15 units)

A. Required Courses (3 units)

HIS 300. Theory and Practice of History (3)

B. Electives (12 units): Select four upper-division courses with the assistance of an advisor.

NOTE: Minors are not required to complete HIS 400 or HIS 490. Minors who wish to enroll in HIS 400 must pass HIS 300 with a grade of C or better; minors who wish to enroll in HIS 490 must first pass HIS 400 with a grade of C or better.

Specific History Subject Matter Authorization (33 units)

Holders of a Single Subject or Multiple Subject credential issued by the California Commission on Teacher Credentialing may secure a Specific History Subject Matter Authorization that allows the holder to teach the specific subjects in grades preschool, K-12, and classes organized primarily for adults.

For other requirements governing issuance of this authorization, consult the Teacher Education section of this catalog or contact the School of Education Student Services Center.

Complete each of the following courses or equivalent as approved by the History Department Advisor:

A. Lower Division – 9 Units:

HIS 101. History of the United States (3)

HIS 120. World History I (3) or

ANT 102. Ancient Civilizations (3)

HIS 121. World History II (3)

B. Upper Division – 12 Units:

GEO 350. World Regional Geography (3)

HIS 301. Individual, Family and Community in Historical Perspective (3)

HIS 341. History of California (3) or

GEO 359. Geography of California (3) or

POL 312. State and Local Government: Organization and Problems (3)

SBS 318. Cultural Pluralism (3)

C. Additional Coursework. Select any combination of the courses below to add up to 33 units (12-15 units)

HIS 305. World History for Teachers (3)

HIS 310. The Ancient World (3)

HIS 311. Early Middle Ages (3)

HIS 312. The High Middle Ages (3)

HIS 313. Renaissance and Reformation (3)

HIS 314. Emergence of Modern Europe (3)

HIS 315. Twentieth Century Europe (3)

HIS 316. Tudor-Stuart England (3)

HIS 317. Modern England (3)

HIS 318. History of Medieval Russia (3)

HIS 319. History of Imperial Russia, 1689-1917 (3)

HIS 320. History of the USSR and Post-Soviet Russia (3)

HIS 360. African History to the 1880s (3)

HIS 361. African History from the Colonial Era to the Present (3)

HIS 362. Traditional China (3)

HIS 363. Modern China (3)

HIS 364. Traditional Japan (3)

HIS 365. Modern Japan (3)

HIS 366. Colonial Latin America (3)
HIS 367. Modern Latin America (3)
HIS 368. Mexico: Colonial Period (3)
HIS 369. Mexico: National Period (3)
HIS 330. United States: Colonial Period (3)
HIS 331. United States: Revolutionary and Constitutional Period (3)
HIS 332. United States: Early National Period (3)
HIS 333. United States: Civil War and Reconstruction (3)
HIS 334. Emergence of Modern America (3)
HIS 335. United States: War and Depression (3)
HIS 336. United States: Recent Period (3)
HIS 340. The American Frontier (3)
HIS 342. History of Los Angeles (3)
HIS 343. African American History from Africa to Reconstruction (3)
HIS 344. African American History: Reconstruction to the Present (3).
HIS 345. History of the Mexican American People I (3)
HIS 346. History of the Mexican American People II (3)
HIS 348. Labor in American Society (3)
HIS 349. History of Urban America (3)
HIS 351. History of American Law (3)
HIS 352. Topics in the History of U.S. Foreign Relations (3)
HIS 354. History of American Immigration (3)

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

Lower Division

HIS 101 History of the United States (3).

A study of the ideals, creeds, institutions, and behavior of the peoples of the United States. Meets the State requirement in U.S. History.

HIS 120 World History I (3).

Explores the early development of societies around the world and their increasing interactions to 1500. Reviews the rise of cities and empires, and major political, social, economic, and cultural developments prior to the modern period.

HIS 121 World History II (3).

Explores the regional and global interactions and exchanges that have shaped the world since 1500. Treats the major demographic, socio-economic, cultural and political patterns and changes that distinguish the modern period in world history.

Upper Division

HIS 300 Theory and Practice of History (3).

Prerequisites: ENG 110 and ENG 111 or equivalent and HIS 120 and HIS 121 or equivalent. Introduces students to the theory and practice of history. Explores the major philosophies of history and reviews current trends in the field. Introduces students to disciplinary research, thinking and writing skills, including the use of library resources, the analysis and interpretation

of primary and secondary sources, the forms of disciplinary composition, and documentation standards.

HIS 301 Individual, Family, and Community in Historic Perspective (3).

Concentrates upon factors that contribute to shaping of individual, family, community, and regional history. Emphasis upon personal histories and individual relationships to immediate environment. Includes ethnic settlements, historic sites, oral histories, generations.

HIS 305 World History for Teachers (3).

Topics in world history as taught in grades 6, 7 and 10 in California schools. Thematic approaches using topical and case study methods and emphasizing primary source materials for teaching.

HIS 306 History and Social Science in the Secondary Schools (3).

Prerequisite: 9 History units; In order to begin the hours for fieldwork in this course, you will need a valid Certificate of Clearance (fingerprints) and proof of a negative TB (within 4 months of the fieldwork course beginning). For information on submitting these documents, contact the Center for Teaching Careers. Co-requisite: HIS 305

An overview of the history/social science curriculum in secondary schools, exploring learning styles, assessment strategies, lesson plans, and classroom management techniques. Forty-five hours of field experience are included. Concurrent enrollment in HIS 305.

HIS 310 The Ancient World (3).

The survey of the history of the ancient world with emphasis on the earliest civilizations of the Near East, classical Greece, and the rise and fall of the Roman Empire.

HIS 311 Early Middle Ages (3).

Europe from the decline of the ancient Mediterranean civilization of Rome to the mid-eleventh century; political, economic, institutional, and cultural changes and developments.

HIS 312 The High Middle Ages (3).

Europe from the mid-eleventh century to the fourteenth century; emphasis on the fortunes of Empire and Papacy, the renaissance of the twelfth century, economic and institutional developments.

HIS 313 Renaissance and Reformation (3).

The Italian Renaissance through the Thirty Years' War; the rise of national states, the Protestant revolt, the Counter-Reformation, the hegemony of Spain, and the attendant commercial revolution of the Atlantic World.

HIS 314 Emergence of Modern Europe (3).

The dissolution of traditional societies in Europe and the emergence of modern ideology, from the Enlightenment through the French and Industrial revolutions to the period of internal strife and power politics at the end of the 19th century.

HIS 315 Twentieth Century Europe (3).

The formation of present-day Europe amid continued industrialization, war, social and political ferment from the opening of the century to the present.

HIS 318 History of Medieval Russia (3).

Prerequisites: HIS 120 and HIS 121 are recommended.

This course surveys the history of Russia from the founding of Kievan Rus' to the end of the seventeenth century. Topics include migrations of the Eastern Slavs; state formation; Russia under the Golden Horde; the history of the Tsardom of Muscovy.

HIS 319 History of Imperial Russia, 1689-1917 (3).

Prerequisites: HIS 120 and HIS 121 are recommended.

This course surveys the history of Russia from 1689 to the Russian Revolution. Topics include the impact of Peter the Great; imperial responses to revolution, nationalism, and industrialization; the birth of the Russian intelligentsia; and the origins of the Revolution.

HIS 320 History of the USSR and Post-Soviet Russia (3)

Prerequisite: HIS 121 is recommended.

This course explores Russian history from 1917 to the present. Major topics include the origins of the Revolution; the rise of Bolshevism; the Russian Civil War; Stalinism; World War II: post-Stalin reforms; the dissolution of the USSR; and major Post-Soviet developments.

HIS 330 United States: Colonial Period (3).

The discovery, founding and expansion of colonial settlements to 1740. The relation of European institutions and plans to American ideas, experience, and reality.

HIS 331 United States: Revolutionary and Constitutional Period (3).

Evolution of the revolutionary movement in the North American colonies. Anglo-American imperial problems, culminating in the Confederation period and the drafting of the American Constitution, 1740 to 1789.

HIS 332 United States: Early National Period (3).

A study of the national experience from the Constitution through the era of sectional conflict. Includes expansion of the Union westward, the emergence of a national character, and sectional rivalries leading to conflict at mid-century.

HIS 333 United States: Civil War and Reconstruction (3).

Social, political, and economic origins of sectionalism and breakup of the Union; military campaigns and the home front in wartime; reconstruction in the South. Focus on the years 1849-1877 and their legacy to later generations.

HIS 334 Emergence of Modern America (3).

The triumph of the industrial revolution in the post-Civil War period and the response of agrarian and progressive protest. The rise of the United States to world power and involvement in international affairs prior to World War I.

HIS 335 United States: War and Depression (3).

Major developments in American life and institutions from the beginning of World War I to the end of World War II. Consideration of the social, economic, and political implications of prosperity, depression, and two world wars.

HIS 336 United States: Recent Period (3).

Major developments in American life and institutions since World War II. Consideration of domestic politics from Truman to Reagan, effects of mass technology, the civil rights struggle, and confrontations with the communist world.

HIS 340 The American Frontier (3).

Evaluation of successive American wests from colonial times and their reciprocal impact upon American society; the frontier hypothesis in historiography and its extension to comparative frontiers in other lands.

HIS 341 California (3).

The social, political, and cultural history of California, from the period of Spanish exploration to the present; emphasis on adjustments of differing ethnic groups.

HIS 343 African American History from Africa to Reconstruction (3).

Course examines the African American experience from African slave trade through emancipation. Themes include the Atlantic Slave Trade; slavery and slave resistance; the

emergence of African American culture; free black communities; black abolitionism; and black participation in the military.

HIS 344 African American History: Reconstruction to the Present (3).

Course explores African American history from Emancipation to present. Themes include Reconstruction; the Great Migration; the Harlem Renaissance; The Great Depression, the New Deal; World War II; the Civil Rights Movement; the Black Power movement; and contemporary racial politics.

HIS 345 History of the Mexican American People I (3).

Mexican American life to 1900, stressing the evolution of economic and political thought, social institutions, and cultural expressions.

HIS 346 History of the Mexican American People II (3).

The Mexican American's contributions to the building of the Southwest; the clash between Mexicans and North Americans; the emergence of the urban Mexican American.

HIS 348 Labor in American Society (3).

The role of labor in the political, economic, and social life of the U.S., including growth of organized labor, rival ideologies, legal decisions, and contributions of various ethnic groups, from the colonial period to the present.

HIS 349 History of Urban America (3).

Historical urban processes from colonial times to the present; emergence of heterogeneous, fragmented cities; causes of urbanization, character of urban life; and the consequences of immigration and industrialization; includes urban physical development and architecture.

HIS 352 Topics in the History of U.S. Foreign Relations (3).

Foreign policy by topics or eras. Examples: U.S. Revolutionary period, U.S. policy in Asia, the Cold War era, the U.S. and the Third World in the twentieth century. Topics vary and will be listed in the class schedule.

HIS 353 Terrorism and Totalitarianism (3).

Introduction to history, definitions, tactics, uses, philosophical and socio-political origins of terrorism and terrorist organizations, and to political systems such as fascism and Marxism which have adopted elements of terrorism as a means of controlling populations and the political process.

HIS 354 History of American Immigration (3).

Historical trends, movements, and patterns of global immigration to the United States. Topics of study include: motives for immigration; anti-immigration sentiments and activities; legal and political responses; role of distinctive cultural groups; assimilation and nonconformity.

HIS 360 African History to the 1880's (3).

African historiography and history to the 1880's, covering themes such as human origins, environment, trade, cultural exchanges and migrations in the Indian Ocean, Mediterranean and Atlantic Worlds, and Arab/Asia/European Conquest and settlement in shaping diverse societies.

HIS 361 African History from the Colonial Era to the Present (3).

African history from the 1880s to the present, including topics on European conquest, the invention of tribalism and the creation of new settler states, nationalist movements leading to independence, and the challenges faced by post-colonial states.

HIS 362 Traditional China (3).

The origins and evolution of Chinese civilization and the influence of China on East Asia prior to the 19th century Western impact.

HIS 363 Modern China (3).

China from 1840 to the present. Western impact on traditional China and the Chinese response. Analysis of attempts to modernize China. A history of the Chinese communist movement since 1921. Society, politics and culture of the People's Republic of China focusing on the era of Mao Zedong (1949-1976).

HIS 364 Traditional Japan (3).

Origins and evolution of Japanese social, cultural, intellectual, and political traditions until the 19th Century Western impact. Foundation for comparison and contrast of Japan before and after the Meiji Restoration.

HIS 365 Modern Japan (3).

Japan from the late Tokugawa period to the present. Western impact on traditional Japan and the Japanese response; the development of a modern state, economy, and society.

HIS 366 Colonial Latin America (3).

Latin America from conquest to independence movements of the early nineteenth century. A general overview of colonial society, culture, economics, and politics. Special attention paid to issues of gender, race, and ethnicity, and questions of history and memory.

HIS 367 Modern Latin America (3).

Traces principle economic, political, and social trends in Latin America, post-independence. Considers the wide variety of local, regional, and national responses to questions about modernity, development, and social justice. Special attention paid to issues of class, race, and gender.

HIS 368 Mexico: Colonial Period (3).

Explores Pre-Columbian Mexican civilizations, especially the Mexica; examines Spanish conquests and the influence of race, class and gender on the development of colonial Mexican society; contrasts Northern, Central and Southern regions; investigates Mexican independence.

HIS 369 Mexico: National Period (3).

Traces colonial legacies, including those of race, class, and gender in post-independence Mexico; analyzes the Mexican Liberal Tradition, Nationalism, the Mexican Revolution and late 20th-century neo-liberalism; examines US-Mexican relations; investigates socio-cultural, economic and political issues.

HIS 370 History of Early Monotheism (3).

The origins and development of Judaism, Christianity, and Islam through 1000 C.E. Examines key historical theories and controversies, and the mutual cultural, political, economic impacts of these religions and their societies. Explores key beliefs and practices of each faith.

HIS 376 Film as History (3).

The historical analysis of films as manuscripts and source materials for social and intellectual thought in the twentieth century. Emphasis to vary from semester to semester, for example: Film as History: The Great Depression; or Film as History: Latin America.

HIS 379 The Family in History (3).

Family relationships, sexual attitudes, patterns of growing up and growing old in various societies, and minority groups, as they have evolved with social and economic changes in various historical contexts.

HIS 380 Women in History (3).

Changing role of women in the family, political economy and culture of various societies. Topics vary, for example, Women in History: Sex Roles in North and South America; Women in History: Women in China; Women in History: Sex roles and Feminism in the United States.

HIS 395 Special Topics in History (3).

Intensive study of a single period, area, figure, movement, or idea in history. Topic may be either departmental or interdisciplinary, but focus is historical, and may be single instructor or team taught. Example: Special Topics: Revolution.

HIS 400 Proseminar in History (3).

Prerequisite: Grade of C or better in HIS 300 and consent of instructor. Graduation Writing Assessment Requirement recommended.

Provides advanced disciplinary training designed to prepare students to undertake independent historical research. Offers advanced instruction in historical research and writing through exercises in historiographical analysis based on intensive collective studies of important events or themes in history.

HIS 490 Senior Seminar in History (3).

Prerequisite: Grade of C or better in HIS 400.

Collective examination of a topic in depth. Students will undertake a major research project utilizing historical skills. Three hours of seminar per week.

HIS 494 Independent Study (1-3).

Prerequisite: HIS 300, HIS 400.

Independent study of a particular problem under the direction of a faculty member of the History Department.

Infrequently Offered Courses

The following courses are schedule only on a "demand" basis. Students should consult the department office for information about the next scheduled offering.

HIS 317 Modern England (3).

England achieves world power. From mid-18th century to the present. Industrial Revolution, achievement of democracy and the welfare state, the impact of war, and changing world role.

HIS 373 The City in History (3).

The rise of the city from earliest times to the present tracing the establishment and growth of cities as institutions and the development of the process of urbanization; comparison of selected cities.

HUMAN SERVICES

College of Health, Human Services, and Nursing

Division of Human Development

Bachelor of Arts

Mental Health Recovery Option

Certificate

Mental Health Recovery

Faculty

Phu Phan, Program Coordinator

Tri Le, Fieldwork Coordinator

Hannah Nguyen

Human Services (HUS) Office: EAC 902, (310) 243-3461

For information regarding HUS program visit: <http://www4.csudh.edu/human-development/human-services/>.

Mission and Goals Statement

The mission of the Human Services Program is to provide diverse members of the community with a university education that focuses on the knowledge and skills to help those in need. The Bachelor's degree in Human Services prepares students for occupations in human service settings and in social work, or for graduate training.

Program Description

The Human Services major at CSU Dominguez Hills is a single subject major (no minor required) that prepares students who earn the B.A. degree for employment in a variety of professional service careers. This major is interdisciplinary and combines courses from Human Services, Child Development, Health Sciences, Psychology, Sociology, Anthropology and other areas. It is similar to a degree in social work, and it is a great major for people who want meaningful jobs helping others and serving their communities.

Features

A unique aspect of the Human Services major is the student's involvement in actual work in the field of human services through the practicums. The practicum courses provide for on-the-job training in a variety of community settings. Fieldwork settings are provided through a wide range of government and private agencies and organizations such as mental health, family service centers, geriatric care, educational settings, the correctional system, recreation departments, alcohol and drug agencies, children services, hospitals, community group settings and many others. There are many instances when practicum experience leads to employment.

Academic Advisement

New students are required to make an appointment with an Academic Advisor for a mandatory new student workshop prior to enrolling in classes. The advisors are located in the Student Service Center (SCC), WH C-300. The SCC advisors may be reached at (310) 243-2120 / (800) 344-5484 or visit www.chhsadvising@csudh.edu.

Preparation

Community college transfer students are encouraged to complete general education courses and to take human biology/anatomy and statistics prior to transferring to CSUDH.

Career Possibilities

The Human Services Program prepares students to work in mental health agencies, family service centers, facilities for the developmentally disabled, drug and alcohol services, geriatric care, personnel services, educational settings and other service areas. Human services workers assume many roles such as: case managers, advocates, teaching, group facilitators, outreach, mobilizers, consultants, planners, administrators, and evaluators. Students have ample opportunities to learn about community agencies and available occupations prior to graduation.

Graduation with Honors

An undergraduate student may graduate with Honors in Human Services provided that the following criteria are met:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum grade point average of at least 3.5 in all courses used to satisfy the upper division requirements in Human Services;
3. Recommendation by the faculty of the Human Services program.

Student Organizations

Students in the Human Services major are eligible to join the Human Services Students Association.

Bachelor of Arts in Human Services

Total Course Requirements for the Bachelor's Degree*

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

Minor Requirements

Single field major, no minor required or offered.

Major Requirements (57 units)

The following courses, or their approved transfer equivalents, are required of all candidates for this degree. All courses applied to the major must be satisfied with a grade of C or better.

A. Common Core Courses (15 units)

1. Interdisciplinary Courses:

MAT 131. Elementary Statistics and Probability (3)

BIO 250. Elements of Human Anatomy and Physiology (3) or
BIO 254. Human Biology (3) ANT 310. Culture and Personality (3) or
ANT 389. Transmission of Culture (3)
PSY 363. Abnormal Personality (3)
SOC 320. The Family (3) or
HIS 379. The Family in History (3)

2. Human Services Courses (21 units):

HUS 300. Introduction to Human Services (3)
HUS 310. Helping and Professional Relationships (3)
HUS 315. Intercultural Communication for Human Services (3)
HUS 330. Human Behavior and the Social Environment (3)
HUS 400. Case Management (3)
HUS 410. Advanced Case Management with Special Populations (3)
HUS 460. Research Methods for Human Services (3)

3. Fieldwork Practicum (9 units):

HUS 380. Fieldwork Practicum in Human Services I (1) and
HUS 381. Seminar in Human Services I (2)
HUS 390. Fieldwork Practicum in Human Services II (1) and
HUS 391. Seminar in Human Services II (2)
HUS 480. Fieldwork Practicum in Human Services III (1) and
HUS 481. Seminar in Human Services III (2)

NOTE: Fieldwork and Seminar courses are taken concurrently. Fieldwork courses must be taken sequentially. Fieldwork courses must be taken credit/no credit (CR/NC). Seminar courses are graded A-F.

B. Electives: Select four upper division courses in Child Development, Health Sciences, Human Services, Recreation and Leisure Studies, Anthropology, Psychology and Sociology with the assistance of an advisor. Electives must be from two different departments (12 units).

Mental Health Recovery Option (54 units)

A. Common Core Courses (18 units)

1. Interdisciplinary Courses:

MAT 131. Elementary Statistics and Probability (3)
BIO 250. Elements of Human Biology (3) or
BIO 254. Human Biology (3)
ANT 310. Culture and Personality (3) or
ANT 389. Transmission of Culture (3)
CDV 330. The School-age Years (3) or
CDV 360. Adolescence (3) or
PSY 352. Psychology of Adult Development and Aging (3)
SOC 320. The Family (3) or
HIS 379. The Family in History (3)
HEA 315. Interpersonal Skills in the Health Community (3)

2. Human Services Courses (15 units):

HUS 300. Introduction to Human Services (3)
HUS 310. Helping and Professional Relationships (3)
HUS 400. Case Management (3)

HUS 410. Advanced Case Management with Special Populations (3)

HUS 460. Research Methods for Human Services (3)

3. Fieldwork Practicum (9 units):

HUS 380. Fieldwork Practicum in Human Services I (1) and

HUS 381. Seminar in Human Services I (2)

HUS 390. Fieldwork Practicum in Human Services II (1) and

HUS 391. Seminar in Human Services II (2)

HUS 484. Fieldwork Practicum in Mental Health Recovery (1) and

HUS 485. Seminary in Mental Health Recovery (2)

4. Required Mental Health Recovery Courses (9 units):

HUS 307. Principles of Mental Health Recovery (3)

HUS 311. Interventions and strategies of Mental Health Recovery I (3)

HUS 368. Interventions and Strategies of Mental Health Recovery II (3)

5. Electives (3 units):

Select an upper division elective from Child Development, Health Sciences, Recreation and Leisure Studies, Anthropology, Psychology, and Sociology with the assistance of an Academic Advisor.

Certificate in Mental Health Recovery (12 units)

Program Description

Human Services offers a 12 unit certificate program to prepare individuals to enter the field of Mental Health Recovery. There is a growing demand for individuals to be trained in Mental Health Recovery theory and interventions in the mental health arena.

The field of mental health services delivery is changing with new requirements for training and knowledge in Mental Health Recovery. Included in the course of study are principles of mental health recovery, intervention and strategies, and supervised practicum field experience which will allow individuals an opportunity to apply their knowledge of mental health recovery.

Eligibility Requirements

1. Minimum of 56 semester units of transferable college credit with a cumulative grade point average of at least 2.0. C or better and all grades of C or better in all transferable course work and have satisfied any high school subject deficiency in English and mathematics by equivalent course work (The maximum transferable credit accepted from a two year college in 70 semester units.) English composition, Speech, GE Math and Logic/Critical Thinking must also be completed.
2. Completion of Elementary Statistics with a grade of C or better.

Career Possibilities

Individuals successfully completing the certificate program will be prepared for entry level positions in community mental health clinics, counseling centers, in-patient mental health hospitals, out-patient mental health centers, youth crisis shelters, substance abuse counseling and other mental health related fields which require mental health recovery knowledge and skills.

Required Courses (12 units)

HUS 307. Principles of Mental Health Recovery (3).

HUS 311. Interventions and Strategies in Mental Health Recovery I (3)

HUS 368. Interventions and Strategies in Mental Health Recovery II (3)

HUS 484. Practicum in Mental Health Recovery (1) and
HUS 485. Seminary in Mental Health Recovery (2)

Course Offerings

Upper Division

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

HUS 300 Introduction to Human Services (3).

Introduction to human services as a profession. Exploration of social forces that contribute to human needs, issues and problems related to planning, delivering and evaluating programs. Some site visits are required.

HUS 307 Principles of Mental Health Recovery (3).

Prerequisite: HUS 300. Co-requisites: HUS 380 and HUS 381.

Examines the history of mental health treatment and the disparity between recent research findings and current treatment modalities. The concept of recover from mental illness will be presented with a focus on psychiatric rehabilitation (PSR) as a treatment modality support recovery.

HUS 310 Helping and Professional Relationships (3).

Prerequisites: HUS 300. Co-requisites: HUS 380 and HUS 381.

An introductory course which will focus on developing helping skills with an emphasis on ethical and professional behavior. Verbal and non-verbal helping skills will be developed through lectures, demonstration and extensive role-playing practices.

HUS 311 Interventions and Strategies of Mental Health Recovery I (3).

Prerequisites: HUS 300. Co-requisites: HUS 380 and HUS 381.

Examines interventions and strategies that enhance recovery from mental illness. Tools and skills needed as a mental health practitioner will be introduced, explored and practiced during the course.

HUS 315 Intercultural Communication for Human Services (3)

Prerequisite: HUS 300

This course is designed to facilitate students' communication skills including becoming more sensitive to intercultural communication differences, and to provide them with the knowledge and skills that will help them interact successfully with clients, coworkers, supervisors and communities who are from different cultures.

HUS 330 Human Behavior and the Social Environment (3)

Prerequisite: HUS 300

This course critically applies human services theories on the assessment of human behavior in the biological, psychological and social development of people over the lifespan with special focus on diversity such as race, gender, class, and disabilities.

HUS 368 Interventions and Strategies of Mental Health recovery II (3).

Prerequisites: HUS 300, HUS 307 and HUS 311. Co-requisites: HUS 380 and HUS 381.

This course will focus on the three major evidenced based therapies (Cognitive Behavior-CBT, Dialectical Behavioral-DBT, and Motivational Interviewing- MIT) that help people with severe and persistent mental illness.

HUS 380 Fieldwork Practicum in Human Services I (1).

Prerequisite: HUS 300. Co-requisites: HUS 310 and HUS 381 required.

This is the first of three supervised fieldwork experience with an emphasis on human services and educational settings. Students will examine structure and functioning, observe professional relationships and discover interagency network. Students will then begin to apply their knowledge to basic level helping skills with agency clients. May not be taken concurrently with any other fieldwork courses.

HUS 381 Seminar in Human Services I (2).

Prerequisite: HUS 300. Co-requisites: HUS 310 and HUS 380 required.

This is the first of three fieldwork seminar courses in Human Services which is structured to facilitate integration of Human Services knowledge and theory with practical fieldwork application. Students will be able to examine and integrate personal and professional values and understand their personal selves as participants in professional roles. Each weekly seminar will include time to problem solve and share field experience.

HUS 390 Fieldwork Practicum in Human services II (1).

Prerequisites: HUS 300, HUS 380 and HUS 381. Co-requisites: HUS 391 and HUS 400 required.

Second of three supervised fieldwork experiences with an emphasis on human services and educational settings. Students will apply their knowledge of human services theory and skills to intermediate level of helping with agency clientele. This course is taken concurrently with HUS 391 Seminary in Human Services II. May not be taken concurrently, however, with any other field work courses. CR/NC grading.

HUS 391 Seminar in Human Services II (2).

Prerequisites: HUS 300, HUS 380 and HUS 381. Co-requisites: HUS 390 and HUS 400 required.

This is the second of three fieldwork seminar courses in Human Services with is structured to facilitate integration of Human Services knowledge and theory with practical fieldwork application. Students will be able to examine and integrate personal and professional values and understand their personal selves as participants in professional roles. Each weekly seminar will include time to problem solve and share field experiences.

HUS 395 Special Topics in Human Services (3).

Study of a topic of interest to the Human Services profession. Topics will vary as announced but generally focus on the delivery of human services by examining theories, policies, advocacy, and methods. Three hours of lecture per week.

HUS 400 Case Management in Human Service Agencies (3).

Prerequisite: HUS 300. Co-requisites: HUS 390 and HUS 391.

Models of institutional service delivery and case management systems. Principles of and critical issues in case management, including collaborative and interagency services.

HUS 410 Advanced Case Management - Working with Special Populations (3).

Prerequisites: HUS 300, HUS 310, HUS 380, HUS 381, HUS 390, HUS 391 and HUS 400 required. Co-requisites: HUS 480 and HUS 481.

This course will focus on introducing students to different populations commonly seen in human services agencies. This course will address theoretical underpinnings for human services and contain the basic description of best practice that will focus the student's attention on how to carry out certain functions ethically and competently.

HUS 460 Research Methods for Human Services (3).

Prerequisite: HUS 300. Elementary statistics.

This course is an overview of research methods in human services, including study design, sampling data collection and analysis, statistical techniques and report writing. Also included is a critical analysis of published research and examination of relevance of data to decision making.

HUS 480 Fieldwork Practicum in Human Services III (1).

Prerequisites: HUS 300, HUS 380, HUS 381, HUS 390 and HUS 391. Co-requisites: HUS 410 and HUS 481 required.

Third of three supervised fieldwork experiences with an emphasis on human services and educational settings. Students will apply their knowledge of human services theory and skills at an intermediate level of helping with agency clientele. This course is taken concurrently with HUS 481 Seminary in Human Services II. May not be taken concurrently, however, with any other fieldwork courses. Students complete 180 hours in their fieldwork placement. CR/NC grading.

HUS 481 Seminar in Human Services III (2).

Prerequisites: HUS 300, HUS 380 and HUS 381, HUS 390 and HUS 391. Co-requisites: HUS 410 and HUS 480 required.

This is the third of three fieldwork seminary courses in Human Services which is structured to facilitate integration of Human Services knowledge and theory with practical fieldwork application. Students will be able to examine and integrate personal and professional values and understand their personal selves as participants in professional roles. Each weekly seminar will include time to problem solve and share field experiences. Students must also do an oral case presentation of one of their clients. This course is taken concurrently with HUS 480 and cannot be taken concurrently with any other fieldwork course. Students complete 180 hours in their fieldwork placement.

HUS 484 Practicum in Mental Health Recovery (2).

Prerequisites: HUS 307 and HUS 311. Co-requisites: HUS 368 and HUS 485.

Supervised field experience with an emphasis on mental health recovery and working with the severely and persistently mentally ill. Students are placed in a community mental health agency where they will apply their knowledge and skills of mental health recovery. CR/NC grading.

HUS 485 Seminar in Mental Health Recovery (1).

Prerequisites: HUS 307 and HUS 311. Co-requisites: HUS 368 and HUS 484.

Weekly seminar course structured to facilitate the integration of mental health recovery knowledge and skills with practical field application. The seminar is designed to allow students to achieve integration of classroom learning with direct experiences in the agency setting.

HUS 494 Independent Study in Human Services (1-4).

Prerequisite: Consent of instructor.

A course of study designed cooperatively by student and instructor to accomplish individualized learning objectives that are appropriate to the human services profession.

Infrequently Offered Courses

HUS 396 Practicum in Human Services (3-6).

Prerequisite: HUS 300. May not be taken concurrently with any other field course.

Supervised field experience, with an emphasis on human services and educational settings. Supervision emphasizes training and application of clinical, interviewing, and other helping skills, didactic methods, group techniques, methods of evaluation and/or other skills specific to fieldwork needs.

HUS 496 Internship in Human Services (3-6).

Prerequisites: HUS 396 Or PSY 396. May not be taken concurrently with any other fieldwork course.

Survey of professional and ethical issues in the helping professions. Supervised internships in human services settings.

HUMANITIES
EXTERNAL DEGREE
College of Extended and International Education

Master of Arts

Faculty

Matthew Luckett, Program Coordinator

The following is a partial listing of instructors who work most often with the program. Although most are full-time faculty in on-campus departments, we also utilize the talents of part-time and emeritus faculty whose years of experience and expertise teaching both on campus and through the humanities special sessions degree program make them an invaluable source of knowledge.

R. Iset Anuakan (History), Debra Best (Literature), Kimberly Bohman-Kalaja (Literature), Douglas Borcoman (Philosophy), David Bradfield (Music), Hansonia Caldwell (Music), Anita Chang (Music), Patricia Cherin (Humanities and Literature), David Churchman (Behavioral Sciences), Robert Cubillos (Philosophy), William Cumiford (Philosophy), Bill DeLuca (Theatre Arts), Myrna C. Donahoe (Interdisciplinary Studies), Kirstin Ellsworth (Art), Bryan Feuer (Humanities), Kate Gale (English), Patricia Gamon (Art), Benito Gomez (Modern Languages), Jonathon Grasse (Music), Daniel Greenspan (Philosophy), Brian Gregor (Philosophy), Judson Grenier (History), William Hagan (Philosophy), Arthur Harshman (Art), Gilah Y. Hirsch (Art), Howard Holter (History), James Jeffers (History and Interdisciplinary Studies), Jim Keville (Art), Jane Lee (English), Donald Lewis (Philosophy), Jeb Middlebrook (Sociology), Ben Mijuskovic (Philosophy), Christopher Monty (History), Joanna Nachef (Music), Helen Oesterheld (Literature), Linda Pomerantz (History), Abe C. Ravitz (Literature), Porfirio Sanchez (Modern Languages), Jacqueline Shannon (Music), Lyle E. Smith (Literature), Frank A. Stricker (History), Andrea White (English), Joanne J. Zitelli (Literature)

Nicole Ballard, Program Advisor

Danica Arunson, Program Associate

Program Office: SAC 2-2126, (310) 243-3743 FAX: (310) 516-4399

Program Description

The Master of Arts in Humanities offers broad interdisciplinary exposure to all of the areas of the humanities - history, literature, philosophy, music and art - and the establishment of an integrative perspective among them, with emphasis on their interrelating effects and influences. Students may concentrate in one of the five humanities disciplines or take an interdisciplinary approach to themes that can be traced across the humanities. The degree is offered entirely on an external degree basis. Students can complete all course work and graduate from the program without coming to campus. This kind of master's program is best for students who are unable to attend classes on campus regularly or those who can study independently and prefer an individualized approach to advanced education. Courses are offered in fall, spring and summer trimesters of 14 weeks each.

Preparation

A B.A. or B.S. degree from a regionally accredited college or university with a grade point average of 3.0 is required for acceptance into the M.A. program. Conditional admission with a grade point average of 2.5 may be considered under exceptional circumstances.

Features

The Humanities External Master's Degree program offers a fully accredited degree with no classroom attendance. The master's degree is earned by completing a curriculum of courses designed by CSU Dominguez Hills humanities professors and planning and writing a capstone thesis or project. Students have the option of designing independent studies to be guided by faculty. Some courses offer the opportunity for online instruction and engagement. The Humanities External degree is offered as a special sessions program. Admitted students pay the same per unit fee regardless of their geographic residence.

The Humanities External Master's Degree program was established in 1974 and has had students residing in all 50 states as well as many foreign countries. For four decades HUX has functioned as a university without walls.

Master of Arts in Humanities (30 units)

Admission Requirements

1. B.A. or B.S. degree from a regionally accredited college or university, not necessarily in the humanities.
2. A 3.00 grade point average or better in the last 60 semester (90 quarter) units of upper division course work attempted, excluding lower division work completed after obtaining the bachelor's degree.

Admission Procedures

1. Apply through CSU Mentor and pay the \$55.00 non-refundable application fee.
2. Send to the HUX program office the required essay and two unopened official transcripts from each college or university previously attended. Transcripts may be sent separately from other institutions to the Humanities External Degree Program.

Mailing address:

California State University, Dominguez Hills

Attention: HUX Applications

1000 E. Victoria Street - SAC 2-2126

Carson, CA 90747

3. During the first two trimesters after admission, students must fulfill the Graduate Writing Assessment Requirement with a score of eight or better on the Graduate Writing Examination (GWE). The GWE may be repeated one time

Graduation Requirements

1. A minimum of 30 semester units, completing either Curriculum A or Curriculum B.
2. Not fewer than 21 semester units completed in the program. At the discretion of the program coordinator, a maximum of nine semester units of applicable graduate work may be transferred into the program.
3. An overall grade point average of 3.00 or better.
4. Passing grade on the Humanities Master of Arts "Advancement to Candidacy" Examination, which is taken after 16 semester units in the program have been completed.
5. All course work taken in the master's degree program must be completed within the five academic years immediately preceding the date of graduation. Outdated course work completed no more than seven academic years immediately preceding the date of graduation is eligible for validation. Validation of outdated course work may be requested from the University Graduate Studies Office through the HUX Program Coordinator. The request must be accompanied by a Petition for Outdated Coursework Validation for Graduate Program from the program

Coordinator that verifies that the student has demonstrated relevant knowledge and skills via an approved method of validation, such as written work or examination.

6. In addition to the major requirements, students must meet all university requirements for the master's degree. Students should consult the section of the catalog entitled "Graduate Degrees and Postbaccalaureate Studies."

Requirements for Curriculum A (30 units)

Curriculum A is divided into three phases and is designed for the student who desires to pursue an integrative study of the Humanities at the graduate level. It allows for specialization in an interdisciplinary theme rather than in a single discipline, and it seeks to provide a student with a broad exposure to all areas of the Humanities. Courses in Phase I must be taken before courses in Phase II. All Phase I and Phase II course work must be completed a student may embark on Phase III. Consult the Course Descriptions for prerequisites.

A. Phase I: Defining the Humanities Seminars (10 units):

- HUX 501. Defining the Humanities: History (2)
- HUX 502. Defining the Humanities: Literature (2)
- HUX 503. Defining the Humanities: Music (2)
- HUX 504. Defining the Humanities: Art (2)
- HUX 505. Defining the Humanities: Philosophy (2)

B. Phase II: Studies in the Humanities (15-18 units)

1. Category 1: Interdisciplinary Courses: Select three courses from the following (9 units):

- HUX 530. War and Human Experience (3)
- HUX 532. Slavery in History and Literature (3)
- HUX 540. Evolution of Human Culture (3)
- HUX 541. The Rational Perspective (3)
- HUX 542. The Para-Rational Perspective (3)
- HUX 543. The Autonomous Individual (3)
- HUX 544. The Individual and Society (3)
- HUX 545. The Non-Western World (3)
- HUX 546. Alienation, Estrangement and Subcultures (3)
- HUX 547. World Religious Perspectives (3)
- HUX 548. Values and Morality in Twentieth Century Thought (3)
- HUX 594. Independent Study: Interdisciplinary Topics (3)
- HUX 595. Special Topics (3)

2. Category 2: Disciplinary Courses: Select two or three courses from the following in different disciplines (6-9 units):

- HUX 550. Key Individuals, Art: Frank Lloyd Wright (3)
- HUX 551. Key Individuals, Music: Beethoven (3)
- HUX 552. Key Individuals, Philosophy: Rousseau (3)
- HUX 553. Key Individuals, Literature: Hemingway & Faulkner (3)
- HUX 554. Key Individuals, History: Carnegie, Rockefeller, & Ford (3)
- HUX 555. Key Individuals, History: Stalin (3)
- HUX 556. Nobel Laureates: Studies in Modern World Literature (3)
- HUX 557. Key Periods and Movements, Philosophy: Greeks: Philosophy, Tragedy and the Polis (3)

HUX 570. Key Periods and Movements, Art: Contemporary Art (3)
HUX 571. Key Periods and Movements, Music: Baroque (3)
HUX 572. Key Periods and Movements, Philosophy: The Biblical Movement (3)
HUX 573. Key Periods and Movements, Literature: Archetypal Criticism (3)
HUX 574. Key Periods and Movements, History: The Age of Revolution (3)
HUX 575. Key Periods and Movements, Literature: Nineteenth Century American Literature (3)
HUX 576. Key Periods and Movements, Art: Ancient Maya (3)
HUX 578. Key Periods and Movements, Literature: Female Coming of Age in World Literature (3)
HUX 579. The Arab World: 600 A.D. to the Present (3)
HUX 580. Ancient Near East (3)
HUX 581. Key Periods and Movements, Philosophy: Philosophy and Postmodernism (3)
HUX 594. Independent Study: Literature (3)
HUX 594. Independent Study: History (3)
HUX 594. Independent Study: Philosophy (3)
HUX 594. Independent Study: Music (3)
HUX 594. Independent Study: Art (3)

C. Phase III: Final Project (5 units):

1. HUX 598. Final Project Proposal (1)
- HUX 599. Final Project: Thesis (4) or
HUX 599. Final Project: Creative Project (4)

D. Electives: These units may include courses in the Humanities Encounters series (HUX 521-524), with permission of the program coordinator or program advisor.

Requirements for Curriculum B (30 units)

Curriculum B is divided into three phases and is designed for the student who wants to study humanities with specialization in one of five disciplines: art, history, literature, philosophy or music. Courses in Phase I must be taken before courses in Phase II. All Phase I and Phase II course work must be completed before a student may embark on Phase III. Consult the Course Descriptions for prerequisites.

Creative Study

Students wishing to pursue a creative curriculum in which the final project includes a creative work (of art, literature, or music) in addition to the scholarly discussion should contact the Academic Coordinator early in the program. Samples of creative work will be required for review by appropriate HUX faculty. If approved for a creative curriculum, the student will take at least two courses in art, literature or music, and up to two independent studies for creative work in the same discipline.

A. Phase I: Defining the Humanities Seminars: Select three courses from the following (6 units):

- HUX 501. Defining the Humanities: History (2)
HUX 502. Defining the Humanities: Literature (2)
HUX 503. Defining the Humanities: Music (2)
HUX 504. Defining the Humanities: Art (2)
HUX 505. Defining the Humanities: Philosophy (2)

B. Phase II: Studies in the Humanities with a Single Discipline Emphasis (18-21 units)

1. Category 1: Study in a Single Discipline: Select 4 courses from the following in the same discipline (12 units):

- HUX 550. Key Individuals, Art: Frank Lloyd Wright (3)
- HUX 551. Key Individuals, Music: Beethoven (3)
- HUX 552. Key Individuals, Philosophy: Rousseau (3)
- HUX 553. Key Individuals, Literature: Hemingway & Faulkner (3)
- HUX 554. Key Individuals, History: Carnegie, Rockefeller & Ford (3)
- HUX 555. Key Individuals, History: Stalin (3)
- HUX 556. Nobel Laureates: Studies in Modern World Literature (3)
- HUX 557. Key Periods and Movements, Philosophy: Greeks: Philosophy, Tragedy and the Polis (3)
- HUX 570. Key Periods and Movements, Art: Contemporary Art (3)
- HUX 571. Key Periods and Movements, Music: Baroque (3)
- HUX 572. Key Periods and Movements, Philosophy: The Biblical Movement (3)
- HUX 573. Key Periods and Movements, Literature: Archetypal Criticism (3)
- HUX 574. Key Periods and Movements, History: The Age of Revolution (3)
- HUX 575. Key Periods and Movements, Literature: Nineteenth Century American Literature (3)
- HUX 576. Key Periods and Movements, Art: Ancient Maya (3)
- HUX 578. Key Periods and Movements, Literature: Female Coming of Age in World Literature (3)
- HUX 579. The Arab World: 600 A.D. to the Present (3)
- HUX 580. Ancient Near East (3)
- HUX 581. Key Periods and Movements, Philosophy: Philosophy and Postmodernism (3)
- HUX 594. Independent Study: Literature (3)
- HUX 594. Independent Study: History (3)
- HUX 594. Independent Study: Philosophy (3)
- HUX 594. Independent Study: Music (3)
- HUX 594. Independent Study: Art (3)
- HUX 595. Special Topics (3)

2. Category 2: Study in Related Disciplines: Select two or three courses from the following in at least two disciplines different from the major discipline (6-9 units):

- HUX 530. War and Human Experience (3)
- HUX 532. Slavery in History and Literature (3)
- HUX 540. Evolution of Human Culture (3)
- HUX 541. The Rational Perspective (3)
- HUX 542. The Para-Rational Perspective (3)
- HUX 543. The Autonomous Individual (3)
- HUX 544. The Individual and Society (3)
- HUX 545. Non-Western World (3)
- HUX 546. Alienation, Estrangement and Subcultures (3)
- HUX 547. World Religious Perspectives (3)
- HUX 548. Values and Morality in 20th Century Thought (3)
- HUX 550. Key Individuals, Art: Frank Lloyd Wright (3)
- HUX 551. Key Individuals, Music: Beethoven (3)
- HUX 552. Key Individuals, Philosophy: Rousseau (3)

HUX 553. Key Individuals, Literature: Hemingway & Faulkner (3)
 HUX 554. Key Individuals, History: Carnegie, Rockefeller & Ford (3)
 HUX 555. Key Individuals, History: Stalin (3)
 HUX 556. Nobel Laureates: Studies in Modern World Literature (3)
 HUX 557 Key Periods and Movements, Philosophy: Greeks: Philosophy, Tragedy and the Polis (3).
 HUX 570. Key Periods and Movements, Art: Contemporary Art (3)
 HUX 571. Key Periods and Movements, Music: Baroque (3)
 HUX 572. Key Periods and Movements, Philosophy: The Biblical Movement (3)
 HUX 573. Key Periods and Movements, Literature: Archetypal Criticism (3)
 HUX 574. Key Periods and Movements, History: The Age of Revolution (3)
 HUX 575. Key Periods and Movements, Literature: Nineteenth Century American Literature (3)
 HUX 576. Key Periods and Movements, Art: Ancient Maya (3)
 HUX 578. Key Periods and Movements, Literature: Female Coming of Age in World Literature (3)
 HUX 579. The Arab World: 600 A.D. to the Present (3)
 HUX 581. Key Periods and Movements, Philosophy: Philosophy and Postmodernism (3)
 HUX 594. Independent Study: Literature (3)
 HUX 594. Independent Study: History (3)
 HUX 594. Independent Study: Philosophy (3)
 HUX 594. Independent Study: Music (3)
 HUX 594. Independent Study: Art (3)
 HUX 594. Independent Study: Interdisciplinary Topics (3)
 HUX 595. Special Topics (3)

C. Phase III: Final Project (5-6 units)

1. HUX 598. Final Project Proposal (1)
- HUX 599. Final Project: Thesis (4-5)
 HUX 599. Final Project: Creative Project (4-5)

D. Electives: These units may include courses in the Humanities Encounters series (HUX 521-524), with permission of the program coordinator or program advisor.

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For more information on the specific terms in which these courses may be offered, please visit the MA in Humanities External Degree website at www.csudh.edu/hux.

Upper Division

HUX 345 The Non-Western World: China and Japan (3).

Interdisciplinary study of the non-western world by focusing on some of the art, philosophy and music of China and Japan.

HUX 346 Alienation, Estrangement, and Subcultures (3).

Survey of the elements and historical implications of alienation. Examination of Hispanic and African American cultures.

HUX 347 Images of Humanity: World Religious Perspectives (3).

Survey of ancient and modern religious systems focusing upon general characteristics of religious belief.

Graduate

Graduate standing or consent of the graduate program coordinator is prerequisite to enrollment in graduate (500 level) courses.

Introductory Courses

HUX 501 Defining the Humanities: History (2).

Advanced study of the nature of history through examination of the historiographic method.

HUX 502 Defining the Humanities: Literature (2).

Advanced study of the nature of literature by examination of images of self in selected poems and novels.

HUX 503 Defining the Humanities: Music (2).

Advanced study of music, focusing on concepts of meaning and form in music at a philosophical rather than theoretical level. The ability to read music not required.

HUX 504 Defining the Humanities: Art (2).

Advanced study of key concepts in art by focusing on aesthetics and art theory.

HUX 505 Defining the Humanities: Philosophy (2).

Advanced study of key concepts of Philosophy by focusing on contemporary issues and conflicts and their analogues in traditional philosophical readings.

Elective Courses

HUX 521 Humanities Encounter: The Living Theatre (3).

How to recognize, appreciate and evaluate a variety of dramatic experiences. Requires extensive notebook of descriptions and analyses of five different types of theatrical performances. Three additional theatrical encounter descriptions and analyses required.

HUX 522 Humanities Encounter: Concert Music (3).

Attendance and analysis of several concerts representing the general categories of symphonic, vocal and chamber music. Critical reviews required for each of four musical encounters.

Reviews of two additional musical encounters required.

HUX 523 Humanities Encounter: Historical Sites (3).

Exploring the historical roots of one's own community. Requires papers (including photographs) involving descriptions and analyses of three different historical sites. Papers on two additional sites required.

HUX 524 Humanities Encounter: Film (3).

Watching and analyzing several films with special focus on the techniques and content of the medium. Requires extensive notebook of descriptions and analyses of five different film experiences. Three additional film experience descriptions and analyses required.

Interdisciplinary Courses

HUX 530 War and Human Experience (3).

Prerequisite: HUX 501 is recommended.

An examination, through readings in history and literature, of the nature of war and its effect on individuals, families, groups and communities. The course will draw on a wide range of examples, including conflicts in the ancient world, modern Europe and the United States .

HUX 532 Slavery in History and Literature (3).

Prerequisite: HUX 501.

Examines the institution of slavery from an interdisciplinary humanistic perspective utilizing a comparative approach. Surveys slavery from ancient times to the present in all parts of the world, with focus upon American slavery.

HUX 540 Evolution of Human Culture: Western Civilization (3).

An examination of the nature of change and cultural unfolding, using the development of the city as a key concept, and looking into three representative types of cities: ancient, medieval and modern.

HUX 541 The Rational Perspective (3).

The meaning of rationality from the perspectives of philosophy, history, literature, music, and art. Special emphasis on the possible differences between scientific and humanistic rationality.

HUX 542 The Para-rational Perspective (3).

Interdisciplinary exploration of non-rational alternatives in modern culture, focusing on the nonlogical, the visionary, and the religious/mystical.

HUX 543 The Autonomous Individual (3).

Interdisciplinary study of the nature of the creative act, including the following: the artist's vision of self; the defenses of personalism; notions of aesthetics and of symbolic thought.

HUX 544 The Individual and Society (3).

Exploration of the position of the individual in the classic and modern models of social and political organization; conservatism, liberalism, socialism, anarchism; study of the Utopian tradition; and study of aesthetic theories that connect the artist with society.

HUX 545 The Non-Western World (3).

Interdisciplinary examination of the non-western world by focusing on cultural characteristics of China and Japan .

HUX 546 Alienation, Estrangement and Subcultures (3).

A survey of the elements and historical implications of alienation and examination of subcultures as they exist in America . Readings from social Philosophy as well as from Chicano and African American studies.

HUX 547 World Religious Perspectives (3).

A survey of ancient and modern religious systems, focusing upon an exploration of the general characteristics of religious beliefs.

HUX 548 Values and Morality in Twentieth Century Thought (3).

An examination of values and morality in modern culture against a backdrop of seemingly amoral scientific and technological progress.

Disciplinary: Individuals

HUX 550 Key Individuals, Art: Frank Lloyd Wright (3).

Intensive study of the buildings and architectural influence of Frank Lloyd Wright.

HUX 551 Key Individuals, Music: Beethoven (3).

An examination of the life and music of Ludwig Van Beethoven; the ability to read music not required.

HUX 552 Key Individuals, Philosophy: Rousseau (3).

An examination of the life, thought, and influence of Rousseau, focusing on several recurrent themes: Self-other, rational-nonrational, classic-romantic, dependence-independence, democracy-totalitarianism.

HUX 553 Key Individuals, Literature: Hemingway and Faulkner (3).

An examination of the major works and influence of two modern American authors, Ernest Hemingway and William Faulkner.

HUX 554 Key Individuals, History: Carnegie, Rockefeller and Ford (3).

Rise of American Industrial capitalism, viewed through the activities of three business giants, and the course of American economic history to the present, with special emphasis on World War I and the Great Depression.

HUX 555 Key Individuals, History: Stalin (3).

Prerequisite: HUX 501 is recommended.

Stalin was arguably the most powerful and effective leader in history, whose influence will be felt for ages to come. Examines Stalin the person through a biography; his effect upon the people, through a novel; and his place in history as interpreted today.

HUX 556 Nobel Laureates: Studies in Modern World Literature (3).

Examination of representative major works by recent Nobel Laureates whose art epitomizes diverse cultural, literary, and social viewpoints. Authors include Mann, Pirandello, Camus, Kawabata, Solzhenitsyn, Neruda and Bellow.

Disciplinary: Periods and Movements

HUX 557 Key Periods and Movements, Philosophy: Greeks: Philosophy, Tragedy and the Polis (3).

Prerequisite: HUX 505.

An examination of the emergence of philosophy out of the "mythical" thinking that precedes and continues within it. How classical Greek philosophy contrasted with Greek tragic poetry.

HUX 570 Key Periods and Movements, Art: Contemporary (3).

Exploration of the complex cultural development known as modern art by investigation of six major artistic movements: Cubism, Expressionism, Dada/Surrealism, Pop Art, Conceptual Art and Technological Art.

HUX 571 Key Periods and Movements, Music: Baroque (3).

Examination of Baroque music and the period in Western Europe (1600-1750) during which it evolved. The ability to read music not required.

HUX 572 Key Periods and Movements, Philosophy: The Biblical Movement (3).

Examination of modern scholarship on the Bible and its impact on Christianity; analysis of 3 types of Bible interpretation: Fundamentalism, liberalism and humanism.

HUX 573 Key Periods and Movements, Literature: Archetypal Criticism (3).

Exploration of a twentieth century movement in literature, archetypal criticism, which focuses on recurrent patterns in literature and their analogues in folktale, dream, ritual, and myth.

HUX 574 Key Periods and Movements, History: The Age of Revolution (3).

Study of the dynamics of economic change and political revolution with a comparison between the period 1776-1815 in Europe and North America and the period since World War II in Latin America.

HUX 575 Key Periods and Movements, Literature: Nineteenth Century American Literature (3).

Prerequisite: HUX 502 is recommended.

Studies in the American literary tradition focusing on classic fiction by Hawthorne, Twain, Howells, James and Chopin, writers who established the mainstream of our creative aesthetic. Their novels, exploring evil, guilt, and sin, chronicle America's spiritual uncertainties and social turbulence.

HUX 576 Key Periods and Movements, Art: Ancient Maya (3).

Prerequisites: HUX 501 and HUX 504 are recommended.

An examination of the art and architecture of the Mayan civilization in Mesoamerica in the context of its history, mythology, and archaeology.

HUX 578 Key Periods and Movements, Literature: Female Coming of Age in World Literature (3).

Prerequisite: HUX 502 is recommended.

An examination of 20th century world literature by female authors writing on the theme of "coming of age." Through fiction, poetry and autobiography from diverse world cultures including France, China, South Africa, Vietnam and the U.S. , a study of the influence of ethnic background and cultural traditions on the coming of age experience. Examines modern definitions of women and their survival and growth strategies. Critical analysis in a comparative literatures and cultures framework with feminist perspectives.

HUX 579 The Arab World: 600 AD to Present (3).

Prerequisite: HUX 501 is recommended.

Political and cultural history of the Arab World from the 7th century to the present.

Consideration of historiographic problems such as the "Great Man," cycles, and the influence of ideas on events.

HUX 580 Ancient Near East (3).

Prerequisite: HUX 501 and two additional history courses. HUX 579 is recommended.

Ancient Egyptian and Sumerian political and cultural history and their impact on later civilizations. Analysis of historical questions through study of artifacts, documents, inscriptions, and monuments.

HUX 581 Key Periods and Movements, Philosophy: Philosophy and Postmodernism (3).

Prerequisite: HUX 505.

Studies in contrasting meanings of postmodernism as it applies to philosophy. The place of philosophy in culture; the reciprocal influences of philosophy, architecture, literature and art upon each other.

HUX 594 Independent Study (3).

Prerequisites: Consent of instructor and program coordinator, via signed contract.

Individually designed faculty-guided study of a topic in Literature, History, Philosophy, Music, Art, and Interdisciplinary topics. Repeatable for credit. A maximum of 9 units may be taken as Independent Study. No more than 6 units of Independent Study may be taken in one term.

HUX 595 Special Topics in the Humanities (3).

Prerequisites: Consent of the program coordinator.

Intensive study of a specialized area or contemporary issue within the humanities. Repeatable for credit.

HUX 598 Final Project Proposal (1).

Prerequisites: Completion of Phases I and II; consent of instructor and program coordinator via signed contract.

Required of all HUX M.A. students. Must be passed with grade of A-B before registering for Final Project (HUX 599).

HUX 599 Final Project (4-6).

Prerequisites: Completion of Phases I and II; consent of instructor and program coordinator via signed contract.

An individually planned project based on course work taken in the program and involving basic research in a single discipline or an interdisciplinary topic. Supervised Thesis (599A) or Creative Project (599B).

HUX 600 Graduate Continuation Course (0).

Graduate students who have completed their course work but not their thesis or project, or who have other requirements remaining for the completion of their degree, must maintain continuous attendance by enrolling in this course. May be taken only after Advancement to Candidacy and for a maximum of 3 times.

INFORMATION TECHNOLOGY

College of Natural and Behavioral Sciences

Department of Computer Science

Bachelor of Science

Faculty

Mohsen Beheshti, Department Chair

Jianchao (Jack) Han, Marek Suchenek, Bin Tang, [Amlan Chatterjee](#), [Liudong Zuo](#)

Department Office: NSM A-132, (310) 243-3398

<http://csc.csudh.edu>

Program Description

Information Technology forms the technological infrastructure of modern commerce. It's the driving force of every industry and permeates everyday life. The ability to combine the power of computing with the management of multimedia information is arguable the key to obtaining ascendancy in any field.

Information Technology is an ever-evolving, expanding field. The Information Technology Program will provide students with the background, knowledge and skills they will need to adapt to the dynamic nature of the marketplace.

The BSIT degree provides a high quality science degree program in information technology that will prepare student for lifelong learning as they pursue professional careers in informational technology and leadership roles in the society in which they serve. It provides our students with a strong foundational base, state-of-the art techniques, methodologies, and tools to specify, design and develop technology-based solutions to complex system problems. This program prepares our students to communicate well, both orally and in writing, on moral and ethical development, in knowledge of the liberal arts, and on commitment to services to others. IT provides opportunities for students to contribute to the body of knowledge that serves the profession, by engaging in activities which support their interest and are in agreement with the goals and objectives of the College, and the university.

Features

The University's location in the South Bay area of greater Los Angeles provides direct access to many major government contractors, manufacturers, and international centers of commerce and finance. This provides excellent opportunities for work-study and early job placement.

Our highly qualified full-time faculty are supplemented by talented and dedicated part-time faculty drawn from local firms and schools. Good teaching and easy on-campus access to professional quality computing systems enhances a degree program that provides both a solid core curriculum and a broad range of electives.

All courses are offered alternatively day and evening so that students may complete their programs by enrolling at either time exclusively.

Graduation with Honors

An undergraduate student may be a candidate for graduation with Honor in Information Technology provided he or she meets the following criteria:

1. A minimum of 36 units in residence at CSU Dominguez Hills at least 24 of which taken in Information Technology major;
2. A minimum GPA of 3.5 in all upper division courses in the Information Technology major completed in residence at CSUDH;
3. Recommendation by Information Technology faculty.

Students who achieve Honors in Information Technology will have the information recorded on their transcripts and diplomas.

Academic Advisement

Faculty guidance in the development of career goals and program planning to achieve those goals is available to all majors.

Preparation

Students entering the Information Technology program should have completed high school mathematics through trigonometry. Remediation is available but will delay the student's progress toward an Information Technology degree.

This is a program that places a premium on the student's initiative and effort.

Career Possibilities

Bachelor of Science in Information Technology is a comprehensive program that is intended to provide students with the technology based skill set required immediately after degree completion to enter the workforce or a graduate program. Feedback and letters of support from members of our Industry Advisory Board indicate the need for professionals with the balance of practical and theoretical knowledge that extends beyond conventional information technology curricula.

Student Organizations

Student Chapter of the Association for Computing Machinery. Contact departmental office for membership information, or visit ACM's homepage at <http://csc.csudh.edu/acm>.

Bachelor of Science in Information Technology

Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120.

General Education Requirements (55-62 units)

See the “General Education” requirements in the University Catalog or the Class Schedule for the most current information on the General Education requirements and course offerings.

Graduation Writing Assessment Requirement

See the “Graduation Writing Assessment Requirement” in the University Catalog.

Minor Requirements

Single field major; no minor required.

Major Requirements (73 units)

Students entering the Information Technology program must complete the following:

1. Earn an overall grade point average of 2.0 or better in courses taken outside of the department;
2. Earn a grade of “C” or better in each course taken within the department;
3. Students must take capstone course ITC 492 at CSUDH.

The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

A minimum of 18 upper division units in the major must be taken in residence at CSU Dominguez Hills.

A. Lower Division Requirements (37 units)

ITC 101. Introductions to Information Technology (3)

CSC 121. Introduction to Computer Science and Programming I (4)

CSC 123. Introduction to Computer Science and Programming II (4)

ITC 251. System Programming In C and Unix (3)

CTC 228. Introductions to Operating Systems and Network (4)

CSC 255. Introduction to Dynamic Web Programming (3)

BIO 102. General Biology (3)

BIO 103. General Biology Laboratory (1)

PHY 100. Patterns in Nature (3)

Science Any Physical or Life Science* (3)

MAT 131. Elementary Statistics and Probability (3)

MAT 281. Discrete Mathematics (3)

B. Upper Division Requirements (36 units)

1. Required Courses (30 units):

CSC 301. Computer and Society (3)

ITC 310. IT Project Management (3)

CSC 311. Data Structures (3)

CTC 316. O/S and Networking Support (3)

CTC 362. Communication Systems Security (3)

ITC 399. IT Practicum (3)

CTC 452. Network Security and Hacking Prevention (3)

ITC 453. Database management System (DBMS) (3)

ITC 459. IT Security (3)

ITC 492. 492 Senior Design (3)

2. Electives (6 units)

CSC Courses- Recommended IT Architecture

*Any Physical Science with Lab AND/OR any Life Science with lab (10 units total).

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

Lower Division

ITC 101 Introductions to Information Technology (3).

Introduction to Informational Technology course designed to introduce the fundamental of information technology. This includes, introduction to a variety of computer tools and computer concepts with an emphasis on Information Technology.

ITC 251 System Programming In C and Unix (3).

Prerequisite: CSC 121

This course is designed to provide a substantial exposure to the C programming language and the Unix programming environment for students with some prior programming experience but minimal exposure to C.

ITC 310 IT Project Management (3).

Prerequisite: CSC 301

This course will focus on the critical aspects of project management, including software project management concepts and case studies, and discuss software project management roadmap, and especially address linear, incremental, iterative, adaptive, and extreme effective software project management from the perspectives of project scoping, planning, launching, monitoring, controlling and closing phases.

ITC 399 IT Practicum (3).

Prerequisite: Consent of Instructor

The information technology internship program allows students to gain “hands on” experience in a technology environments by spending one semester as an intern in the Information technology Department. This Internship program provides students with the opportunity to gain technical experience related to their studies, and to prepare for future career opportunities in their field.

ITC 453 Database management System (DBMS) (3).

Prerequisite: CSC 311

This course will cover the design methodology process for databases and how to verifying its structural correctness. Students will learn how to implement databases and applications software, primarily in the relational model. This is through using querying languages, primarily SQL, and other databases supporting software; and applying the theory behind various database models and query languages. It also includes, implementing security and integrity policies relating to databases working in group settings during design.

ITC 459 IT Security (3).

Prerequisite: CSC 311 or consent of instructor.

Information Technology Security aims at securing systems that remain dependable in the face of malice, error or mischance. This course covers a number of principles, methods, tools and good practices to secure systems.

ITC 492 Senior Design (3).

Prerequisite: ITC 453

Intensive study under the guidance of a member of the Information Technology (IT) faculty to complete a research project from start to end. Students will study system design and total project planning and management. A formal written report and oral presentation will be required.

INTERDISCIPLINARY STUDIES

College of Arts and Humanities

Department of Interdisciplinary Studies

Bachelor of Arts

American Studies Concentration
Comparative Cultures Concentration
Environmental Studies Concentration
Global Studies Concentration

Minors

Civilizations
Environmental Studies
Human Studies
Science, Technology and Society
Thematic Project

Faculty

Anne Soon Choi, Department Chair
Jenney Hall, Patricia Kalayjian, Vivian Price
Program Office: SCC 130, (310) 243-3649, (310) 243-3640

Program Description

Interdisciplinary Studies (IDS) is a broad-based, liberal arts and sciences major that focuses on developing exemplary skills in written and oral communication, textual analysis, critical thinking, research methods, and the ability to bring a wide range of resources to bear in approaching complex problems. Because it combines knowledge systems across the meta-disciplines of the Humanities, Social Sciences, and Natural Sciences, an IDS major is great preparation for both the workplace and for entry into graduate or professional schools. IDS is part of a national network of Programs for Accelerated College Education (PACE) that are designed for working, adult students who want to earn a bachelor's degree in a reasonable period of time while they maintain a full-time job. While all admitted students are welcome, IDS/PACE students are primarily transfers who enter CSUDH with 60 units and junior-class standing.

Features

IDS/PACE offers major concentrations in four areas of study: American Studies, Comparative Cultures, Environmental Studies, and Global Studies. As a PACE program, IDS courses are scheduled at times that function well for working people, including week nights and weekends, as well as in hybrid and online formats. For students whose schedules require that they attend classes only on the weekends, IDS offers a full Weekend College format.

Academic Advising

Interdisciplinary Studies provides each student with a faculty advisor who will assist the student in choosing classes, in defining a direction for the program of studies, and in coping with problems associated with both traditional and nontraditional areas of university life. The faculty advisor will expect to meet with each of his or her students at least once each semester to discuss

progress-to-date and to plan the next semester's course of study. Students are encouraged to see their mentors more often during the school year as problems, concerns, and new ideas arise.

Preparation

While an associate of arts degree before entering IDS/PACE is not necessary, we advise you to complete most of your lower division General Education requirements before transferring. Applicants will qualify for admission to IDS/PACE if they have completed 60 transferable semester units, have a grade point average of "C" (2.0) or better, and have completed the General Education Basic Skills courses (The "Golden Four:" Speech, Composition, Critical Thinking, and a transferable math) with grades of "C" or better. The maximum number of transferable units from a community college is 70 semester units. Always check the University Catalog for current transfer requirements.

IDS/PACE IDS is open to all students who are admitted to the University. Working students who find that the regular programs of the campus do not meet their specific needs should contact the IDS/PACE Office for an appointment with a faculty advisor.

Career Possibilities and Graduate School

With its focus on critical thinking and writing and comprehensive course offerings, IDS/PACE graduates have the skills and knowledge to promote in the workplace and successfully pursue graduate school. Our graduates have gone on to attend graduate school in Social Work, Public Health, English, Psychology, Public Administration, Business, Museum Studies, and Law.

Graduation With Honors

An undergraduate student may be a candidate for graduation with Honors in Interdisciplinary Studies provided he or she meets the following criteria:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum grade point average of at least 3.5 in all courses used to satisfy the upper division requirements in the major;
3. Recommendation by the faculty in the department or program in which the honors are to be awarded.

Bachelor of Arts in Interdisciplinary Studies

Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

Minor Requirements

Single field major, no minor required.

Major Requirements (45 units)

Each Area of Concentration consists of a minimum of 45 semester units that are grouped in a unique structure.

Common to each of the Areas of Concentration is the following:

- Every IDS major is required to take IDS 300, Introduction to Interdisciplinary Studies, during the student's first academic year in the major; each major is required to take a Senior Seminar, IDS 490, in their final academic year in the major;
- There must be a minimum of 39 semester units of upper division course work, including the introductory course (IDS 300) and Senior Seminar (IDS 490);
- A minimum of 21 semester units of courses used to fulfill the Area of Concentration must be appropriate Interdisciplinary Studies courses;
- A minimum of 24 units of course work must be completed after the student has entered the Interdisciplinary Studies program and has agreed on the Area of Concentration with his/her Interdisciplinary Studies mentor;
- A minimum of nine semester units selected from each of three main areas of humanities, social sciences and natural sciences;
- A grade of "C" or better is required for all courses used to complete an Interdisciplinary Studies Area of Concentration; the completed program is then reviewed by IDS/Faculty who must approve the program before it is submitted to meet graduation requirements.

Area of Concentration in American Studies (45 units)

In addition to IDS 300 and IDS 490, 27 semester units are chosen by the student with the assistance of the faculty advisor. These courses form a closely related cluster or sequence of courses that cross the lines of several disciplines and provide a focused, interdisciplinary study of the United States from a variety of perspectives from multiple time periods.

Twelve additional elective units of are chosen by the student with the assistance of the faculty advisor.

Area of Concentration in Comparative Cultures (45 units)

In addition to IDS 300 and IDS 490, 27 semester units are chosen by the student with the assistance of the faculty advisor. These courses form a closely related cluster or sequence of courses that cross the lines of several disciplines and provide a focused, interdisciplinary study that compares and contrasts cultures across various borders - such as those of time, social institutions, and geography.

Twelve additional elective units of are chosen by the student with the assistance of the faculty advisor.

Area of Concentration in Environmental Studies (45 units)

In addition to IDS 300 and IDS 490, at least 21 semester units are chosen principally from the natural sciences, providing a focused Area of Concentration in Environmental Studies.

Twelve additional elective units of are chosen by the student with the assistance of the faculty advisor.

Area of Concentration in Global Studies (45 units)

In addition to IDS 300 and IDS 490, 27 semester units are chosen by the student with the assistance of faculty advisor. These courses form a closely related cluster or sequence of courses that cross the lines of several disciplines and provide a focused, interdisciplinary study of the complex relationships that underpin today's global economy.

Twelve additional semester units of courses that may relate less directly to the Area of Concentration are chosen by the student with the assistance of the faculty advisor.

Minor in Interdisciplinary Studies (15 units)

Interdisciplinary Studies offers four minors, plus a Thematic Project, which may serve in lieu of a minor. All minors require a minimum of 15 semester units, at least six units of which must be from Interdisciplinary Studies Courses, and at least 12 units of which must be upper division.

Each student's minor is reviewed and approved by an IDS faculty member prior to submission to meet graduation requirements.

At least three of the courses (9 units) used by the student to complete the minor must be taken after the student has chosen the minor and has been advised by an Interdisciplinary Studies mentor.

A grade of "C" or better is required for all courses used in Interdisciplinary Studies minors.

Minor in Civilizations (15 units)

The Minor in Civilizations consists of a minimum of 15 semester units that allow the student to study the development of ideas and institutions of Western Civilization or of a non-Western culture.

Minor in Environmental Studies (15 units)

The Minor in Environmental Studies consists of a minimum of 15 semester units of courses which must form an integrated theme in Environmental Studies.

Minor in Human Studies (15 units)

The Minor in Human Studies consists of a minimum of 15 semester units of courses, which must include at least three semester units of METHODS or three semester units of THEORY courses.

At least 12 units of the minor must form an integrated theme in an appropriate area relevant to human studies.

Minor in Science, Technology and Society (15 units)

The Minor in Science, Technology and Society consists of a minimum of 15 semester units of courses, which must include at least one course dealing with the impact, philosophy or history of science and/or technology. At least 12 units must form an integrated theme in an area relevant to the relationship of science and/or technology with society.

Minor in Thematic Project (15 units)

The Thematic Project is an individually designed and substantial body of work on a particular theme that leads to a research project. The Thematic Project normally consists of four parts.

1. The Proposal (1 unit)
2. Course work as needed (variable unit requirement)
3. Fieldwork/Research (variable unit requirement)
4. Final Product (variable unit requirement)

Each project is individually designed by the student and his/her Thematic Project Advisor.

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

Upper Division

IDS 300 Introduction to Interdisciplinary Studies (3).

Provides an introduction to the theories and practices of interdisciplinary studies in humanities, social sciences, and natural sciences. Course includes research methods, writing for the various disciplines, and development of analytical and synthesizing skills necessary for success in Interdisciplinary Studies.

IDS 312 Interdisciplinary Approaches to the Humanities: Promise of the West (3)

Prerequisite: HUM 200 or equivalent

Each topic for this course examines an important issue in the Humanities, using a methodology incorporating multiple disciplines and placing the content in a historical and cultural context.

IDS 318 Interdisciplinary Approaches to Cultural Pluralism: Immigration in the United States (3)

Each topic for this course examines an important social issue in the Social Sciences, using a methodology incorporating multidisciplinary approaches, cultural diversity, and social interaction. Repeatable for credit with different topics.

IDS 320 Interdisciplinary Topics in Human Studies (3).

Provides an in-depth study of a topic in human behavior and attitudes. The topic will be examined using interdisciplinary perspectives. Examples of topics include class and careers, immigration and cultural impact and poverty. Repeatable course. Three hours of seminar per week.

IDS 326 Perspectives in Human Studies (3).

Special Topics course using nonstandard times and/or days to explore issues in the human behavior and attitudes. Repeatable course.

IDS 330 Interdisciplinary Topics in Civilizations (3).

Provides an in-depth analysis of a major topic in the history of ideas and institutions through the study of the topic in relation to the disciplines relevant to the topic. Sample topics include archetypal patterns in literature and history of modern thought. Repeatable course.

IDS 336 American Studies in the Humanities (3)

Provides an in-depth analysis of an issue, region, perspective, or historical era of the United States from a comparative, multidisciplinary humanities perspective. Courses incorporate some of the following disciplines: literature, history, film, philosophy, art, and drama. Repeatable with different topics.

IDS 350 Interdisciplinary Topics in Environmental Studies (3)

Prerequisite: Lower division General Education sciences

Provides an in-depth examination of major concepts in environmental science, including ecology, evolution, diseases, loss of biodiversity, global warming, and the public policies needed to address complex contemporary problems. Courses involve methods of scientific inquiry. Repeatable with different topics.

IDS 380 Portfolio Preparation (1).

Prerequisite: Completion of 30 units in residence prior to assessment.

Supervised preparation of a Portfolio to Assess Prior Learning. CR/NC grading.

IDS 382 Assessment of Prior Learning (1-11).

Prerequisite: Completion of 30 units in residence prior to assessment.

Evaluation of Portfolio of Prior Learning. Prior learning is evaluated for credit by faculty experts in various departments. Credit may be used as elective units or, on approval of Department Chair, as part of requirements for a major or a minor. CR/NC grading. Repeatable course.

IDS 397 Writing Adjunct (2).

Prerequisites: ENG 100 and ENG 101 or IDS 107.

Individualized instruction in expository writing taught in conjunction with papers assigned in other courses. Individual tutorial sessions and classroom lectures and workshops are employed. CR/NC grading. Repeatable course.

IDS 398 Writing Adjunct (Competency Certification) (2).

Prerequisite: IDS 397.

Individualized instruction in expository writing taught in conjunction with papers assigned in other courses. Individual tutorial sessions and classroom lectures and workshops are employed. In-class essay writing and Cooperative Essay Exam. CR/NC grading.

IDS 490 Interdisciplinary Studies Senior Seminar (3).

Students draw from their interdisciplinary perspectives and methodologies to address contemporary issues and review and apply theories and information from previous classes.

IDS 491 Thematic Project: Proposal (1).

Prerequisite: Consent of instructor.

Supervised development of a proposal which describes the Thematic Project. Proposal will define a problem, outline means to solve problem and describe the final product resulting from the project. Completed proposal contain advisor's justification and will be approved by committee. CR/NC grading.

IDS 492 Thematic Project: Fieldwork/Research (1,2,4).

Prerequisite: Consent of instructor.

Supervised activity in fieldwork and/or research necessary to carry through a thematic project. Repeatable course.

IDS 493 Thematic Project: Final Product (1,2,4).

Prerequisite: Consent of instructor.

Supervised activity in preparation of the final product necessary to carry through a thematic project. Repeatable course.

IDS 494 Independent Study (2,3).

Independent pursuit of a topic or project which is proposed by the student. Study must be interdisciplinary and must be approved, in advance, by faculty member supervising study. Repeatable course.

Infrequently Offered Courses

The following courses are scheduled on a "demand" basis. Students should consult the department office for information about the next schedule offering.

IDS 360 Special Studies in Civilizations (1-3).

Prerequisites: Upper division status and permission of instructor.

This course will investigate one or more special topics in Western and/or Non Western civilizations. Instruction will usually include off-campus activity such as, but not limited to, foreign travel. Repeatable course.

JAPANESE

College of Arts and Humanities

Department of Modern Languages

Faculty

Ivonne Heinze-Balcazar, Department Chair

Department Office (Modern Languages): LCH C-310, (310) 243-3315

Features

The offerings in Japanese include elementary Japanese language and conversation courses. These courses are ideal choices for students minoring in Asian-Pacific Studies, as well as for those students interested in learning a non-European language. The course in Commercial Japanese is particularly suited for students majoring or minoring in business administration.

Academic Advising

The Department of Modern Languages is eager to provide all its students with the advisement they will need to continue their studies in a foreign language. An advisor can be particularly helpful in choosing the Japanese course best suited to the background and needs of each student. Students are urged to see an advisor upon admission, upon completion of 60 semester units, and during the first semester of their senior year.

Academic advisors may refer their students to other student services when appropriate.

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

Lower Division

JPN 110 Beginning Japanese I (3).

An intensive audio-lingual approach to modern spoken Japanese for students who have no previous work in Japanese (with Japanese progressively replacing English as the medium of classroom communication).

JPN 111 Beginning Japanese II (3).

Prerequisite: JPN 110 or equivalent.

A continuation of Japanese 110. Introduction of Hiragana and Kanji (characters) gradually during the semester; elementary reading exercises accompany the spoken language materials.

JPN 230 Japanese Conversation (3).

Prerequisite: One year of Japanese or consent of instructor.

Speaking proficiency in standard modern Japanese. Practice through dialogue and individual presentations to develop fluency for personal, commercial, and cultural activities. May be repeated to a maximum of 6 units. Repeatable course.

KINESIOLOGY AND RECREATION

College of Health, Human Services, and Nursing

Division of Kinesiology

Bachelor of Arts in Physical Education

Athletic Training Education Option

Dance Option

Fitness Director Option

Pre-Physical Therapy Option

Teaching Option

Minor

Coaching

Teaching

Certificate

Fitness Instructor

Subject Matter Preparation Program

Physical Education

Physical Education: Dance Concentration

Master of Arts in Education

Physical Education Administration Option

Faculty

Michael Ernst, Division Chair

Mary Lou Cappel, Carole M. Casten, Scott Cheatham, Michael Ernst, Lee Hancock, Ben Zhou

Division Office: SAC 1138, (310) 243-3761, FAX (310) 217-6946

Websites: <http://www.csudh.edu/hhs/kr>

<http://www4.csudh.edu/kinesiology-recreation/recreation/index>

Emeriti Faculty

Boice Bowman, Robert Pestolesi, James Poole

New and Transfer Admission

Admission of new and transfer students into the Athletic Training Education Option and the Dance Concentration in the Bachelor of Arts program in Physical Education has been suspended effective Fall 2010. Please contact the College of Health, Human Services, and Nursing Office of the Dean at (310) 243-2042 for additional information.

Continuing students should contact the Division of Kinesiology and Recreation at (310) 243-3761 for advising and program completion information.

Program Description

Kinesiology is an academic area concerned with the art and science of human movement, with particular reference to physical, mental, emotional and social variables.

Features

A large gymnasium, mirrored dance studio, mirrored activity room, mirrored weight training room, exercise laboratory, swimming pool, athletic training room, tennis courts, activity field and track are available for instructional and recreational use.

Faculty curriculum planners carefully monitor the academic programs at comparable universities as well as examine state certification programs to align existing programs with current trends and requirements. Additionally, they forecast future specializations. The faculty also makes every effort to facilitate the transfer of students from feeder colleges to CSU Dominguez Hills and from CSU Dominguez Hills to other universities.

Faculty keep regularly scheduled office hours and are available during those hours to talk with students in person, by telephone or online.

The multicultural campus community at CSU Dominguez Hills provides opportunities for greater understanding of a wide variety of cultural and ethnic groups. This unique social environment is invaluable for students preparing for people-oriented careers.

Academic Advisement

A. Academic Advisors

1. Pre-Physical Therapy Option

Scott Cheatham, Coordinator; Michael Ernst

2. Physical Education: Teaching

Carole Casten, Coordinator; Michael Ernst, Lee Hancock, John Johnson

3. Fitness Director Option

George Wing, Coordinator; Michael Ernst

4. Master's in Physical Education Administration

Lee Hancock, Coordinator

B. Undergraduate Students

1. New students need to purchase or download a University Catalog.
2. Students should initiate advisement by contacting the Division secretary or faculty advisor.
3. During their first advisement meeting, students will be given a copy of an advisement sheet for their academic program.
4. Transfer students should schedule an appointment with the Division Chair and bring copies of their transcripts and course descriptions.
5. Each time students meet with their advisor they should bring a copy of their academic requirements printed from the MyCSUDH webpage.
6. Advisement must be sought each semester prior to registration.
7. Students' final advisement meeting should take place just before they file for graduation. Students must file for graduation at the Office of Admissions and Records.

Preparation

High school students planning to seek a Bachelor of Arts in Physical Education should:

- enroll in a physical education class each semester and develop skills in many activities.
- participate in an interscholastic sport and/or dance production.
- work on oral communication skills by enrolling in a speech class.
- work on writing skills in English classes.
- work on math skills up to, and including, Algebra II.
- study biology and physiology. Physics is also recommended.
- take advantage of elective classes in graphic design and psychology.
- master computer skills including word processing and typing.
- seek part-time employment in physical activity programs (summer camps, youth sports programs, playgrounds, private fitness clubs, recreation centers, dance studios, etc.).
- volunteer to serve at athletics and dance events as an organizer, official, score keeper, fund raiser or assistant.
- earn certification from the American Red Cross in First Aid, CPR, Lifeguarding and Water Safety Instructor.

If students are planning to transfer to CSU Dominguez Hills from a community college, the Division suggests taking courses that are equivalent to its lower division physical education requirements. These courses include Anatomy; Physiology; First Aid and CPR; and a variety of activity classes in Physical Education and Dance.

Helpful Hints

1. Students should seek advisement regularly.
2. Students should keep the advisement sheet up-to-date and bring it with them whenever they meet with their advisor. Each semester students should enroll in a physical education activity class to broaden their knowledge and keep physically active.
3. Students should begin by taking lower division courses first.
4. Single Field Teaching Option majors should consider additional coursework in science, math, since teaching proficiency in these areas is still in demand. It also would benefit future teachers to gain speaking proficiency in Spanish and mastery level proficiency in technology use.
5. Majors and minors should maintain a model level of physical fitness and wellness.
6. Students should regularly check the bulletin boards located outside the Division office for job opportunities and important announcements related to their educational goals.

Career Opportunities

A B.A. in Physical Education offers four options in the major. The Pre-Physical Therapy Option provides some of the prerequisites for Physical Therapy schools and can serve as a pre-medical preparation program. The Fitness Director Option enables students to assume leadership positions in fitness establishments in both public and private sectors. The Physical Education Teaching Option is designed for students seeking a teaching career in elementary or secondary physical education, or planning to enter graduate programs in preparation for teaching careers at the college or university levels.

Within the Physical Education Minor, two options are offered. The Coaching minor is for students planning to work as coaches in chosen areas of sports specialization. The Teaching minor qualifies credentialed teachers in other subject areas to teach Physical Education in grades K-9.

A Fitness Instructor Certificate is offered to meet the needs of individuals who are either presently employed or intend to seek employment as fitness instructors in health clubs, recreation centers, YM/WCAs or corporate fitness programs. Requirements for the certificate are based on guidelines established by the American College of Sports Medicine and the Association of Fitness in Business and Industry. The certificate can be completed independent of a bachelor's degree.

Student Organizations

The faculty encourages professional participation by sponsoring a Sports Medicine Club. The faculty also participates actively in professional organizations and activities, and encourages student involvement, which translates into a broad professional support system for faculty and students.

Graduation With Honors

An undergraduate student may be a candidate for graduation with Honors in Physical Education if he or she meets the following criteria:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum grade point average of at least 3.5 in all courses used to satisfy the upper division requirements in the Physical Education major;
3. Submission of a Honors Application form to the chair of the Division of Kinesiology and Recreation.
4. Recommendation by the faculty in the Division of Kinesiology and Recreation.

Bachelor of Arts in Physical Education

Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

Minor Requirements

No minor required.

Major Requirements (52-69 units)

Students must select one of the listed options.

The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

All courses taken for all of the majors in Physical Education must be passed with a grade of "C" or higher.

All of the majors in Physical Education must provide a valid certification of First Aid and CPR at the time of graduation.

Common Core Requirements (20 units)

A. Lower Division Required Courses (7 units):

BIO 250. Elements of Human Anatomy and Physiology (3)

BIO 251. Elements of Human Anatomy and Physiology Laboratory (1)

KIN 223. Introduction to Physical Education (3)

B. Upper Division Required Courses (13 units):

KIN 301. Kinesiology (3)

KIN 303. Exercise Physiology (4)

KIN 330. Somatic Education (3)

KIN 360. Prevention and Treatment of Athletic Injuries (3)

Students must select one of the options listed.

Athletic Training Education Option

The Division is not currently accepting students into the AT Education Option. Students interested in this option should contact the division chair for more information.

Student Selection/Admission Standards

Admission to the ATEP is limited, competitive, and based on meeting all of the criteria. The ATEP faculty/staff will make final selection of candidates following their interview.

To be accepted into the Athletic Training Education Program, students must complete the following requirements.

General Information

- Prior to applying to the ATEP, students must be admitted to California State University, Dominguez Hills.
- Complete the ATEP application form (see the requirements below).
- Application deadline is May 10 for the Fall Semester (once a year).
- Complete the interview process.

Application Requirements:

1. Completion of the following prerequisite courses (or concurrent registration at the time of application) with a grade of "B" or higher:
 - BIO 250. Elements of Human Anatomy and Physiology (or equivalent).
 - BIO 251. Elements of Human Anatomy and Physiology Laboratory (or equivalent).
 - KIN 360. Prevention and Treatment of Athletic Injuries (must be taken at CSUDH).
 - KIN 363. Principles of Athletic Training Laboratory (must be taken at CSUDH).
 - KIN 375. Clinical Experience I (must be taken at CSUDH).
2. Application Form
3. A minimum of 2.75 overall GPA.
4. Official transcript(s)
5. Statement of Intent

6. Completion of a minimum of 50 hours of observation in assigned clinical locations.
7. Current First Aid and CPR certification.
8. Two letters of recommendation (one letter must be from an ATC).
9. Physical Exam record within 6 months prior to application.
10. Proof of Hepatitis B vaccination or waiver form.
11. Signed Technical Standards for Admission.

After your application is accepted, you will be invited to participate in an interview.

Interview Process:

1. The interview time is during the final week of the Spring Semester (a week prior to final exams).
2. The interview committee will consist of athletic training faculty and staff.

Students will be evaluated by the following criteria:

- | | |
|------------------------------|-----|
| 1. Overall GPA | 25% |
| 2. Core GPA | 25% |
| 3. Letters of Recommendation | 25% |
| 4. Interview | 25% |

Transfer Student Requirements:

Application requirements and processes are the same as for CSUDH students. All transfer students must provide additional copies of the following:

1. KIN 360*, KIN 363*, and KIN 375*
2. Official transcript(s)
3. All syllabi for courses which requesting to transfer.
4. Printed course descriptions (from University/College catalog).
5. Notarized Verification of Supervision form.

* Must be taken at CSUDH

A. Common Core Requirements (23-26 units)

B. Lower Division Requirements (14 units):

- BIO 120. Principles of Biology I (4)
- CHE 110. General Chemistry I (5)
- HEA 281. Medical Terminology (1)
- PHY 120. Elements of Physics I (4)

C. Upper Division Requirements (30 units):

- KIN 300. Tests and Measurements in Physical Education (3)
- KIN 305. Motor Learning (3)
- KIN 310. Nutrition for Peak Performance (3)
- KIN 362. Principles of Athletic Training (3)
- KIN 363. Principles of Athletic Training Laboratory (1)

- KIN 375. Clinical Experience I (1)
- KIN 376. Clinical Experience II (1)
- KIN 377. Clinical Experience III (1)
- KIN 461. Therapeutic Modalities (3)
- KIN 462. Therapeutic Exercise (3)
- KIN 463. Lower Extremity Assessment (3)
- KIN 464. Upper Extremity Assessment (3)
- KIN 465. Administration of Athletic Training Programs (3)
- KIN 476. Clinical Experience IV (1)
- KIN 477. Clinical Experience V (1)
- KIN 480. Athletic Training Seminar (2)

Dance Concentration- (70-73 units)

Single field major- no minor required

Admission of new and transfer students into the Dance Concentration has been suspended effective Fall 2010. Please contact the College of Health, Human Services, and Nursing for additional information (310) 243-2042.

A. Lower Division Physical Education Requirements (12-15 units)

1. Required Courses (9 units):

- BIO 250. Elements of Human Anatomy and Physiology (3)
- BIO 251. Elements of Human Anatomy and Physiology Laboratory (1)
- KIN 130. Golf (1)
- KIN 132. Gymnastics (1)
- KIN 141. Martial Arts (1)
- KIN 156. Swimming/All Levels (1)
- KIN 218. First Aid and Cardiopulmonary Resuscitation (3)
(or certification from American Red Cross to be current at graduation check)
- REC 260. Outdoor Education (1)

2. Select one course from the following (1 unit):

- KIN 111. Aerobics (1)
- KIN 142. Physical Conditioning (1)
- KIN 171. Yoga (1)

3. Select one course from the following (1 unit):

- KIN 118. Basketball (1)
- KIN 150. Soccer/Outdoor (1)
- KIN 152. Softball (1)
- KIN 164. Volleyball (1)

4. Select one course from the following (1 unit):

- KIN 114. Badminton (1)
- KIN 162. Tennis (1)

B. Upper Division Physical Education Requirements (30 units)

1. Required Courses (25 units):

- KIN 300. Test and Measurements in Physical Education (3)
- KIN 301. Kinesiology (3)
- KIN 303. Exercise Physiology (4)

KIN 305. Motor Learning (3)
KIN 320. History and Philosophy of Physical Education (3)
KIN 330. Somatic Education (3)
KIN 360. Prevention and Treatment of Athletic Injuries (3)
KIN 448. Teaching Effectiveness in Secondary Physical Education (3)
2. Select one course from the following (3 units):
DAN 440. Dance for Children (3)
KIN 425. Physical Education in the Elementary School (3)
KIN 447. Dance Education in the Elementary School (3)
3. Select one course from the following (2 units):
DAN 496. Internship in Dance (2)
KIN 426. Directed Teaching in Elementary Physical Education (2)
KIN 449. Directed Teaching in Secondary Physical Education (2)

C. Lower Division Dance Concentration Requirements (17 units)

1. Required Courses (16 units):
DAN 110. Dance of World Cultures (1)
DAN 130. Dance Perceptions (3)
DAN 200. Jazz I (2)
DAN 205. Jazz II (2)
DAN 210. Ballet I (2)
DAN 215. Ballet II (2)
DAN 220. Modern Dance I (2)
DAN 225. Modern Dance II (2)
2. Select one course from the following (1 unit):
DAN 120. Tap Dance (1)
KIN 113. Social and Folk Dance Activity (1)

D. Upper Division Dance Concentration Requirements (11 units):

DAN 320. Modern III (2)
DAN 325. Modern IV (2)
DAN 330. Beginning Choreography I (2)
DAN 335. Beginning Choreography II (2)
DAN 480. Dance Rehearsal and Performance (2)
DAN 495. Special Topics in Dance (1)

Recommended Course

REC 126. Introduction to American Sign Language (3)

NOTE: DAN 130 meets the requirement for General Education under the area of Humanities (Creativity). DAN 495 must be a different world dance genre from above.

Fitness Director Option (52 units)

Single Field Major- no minor required

A. Common Core Requirements (20 units)

B. Lower Division Requirements (7 units):

KIN 111. Aerobics (1)

KIN 141. Martial Arts (1)
KIN 142. Physical Conditioning (1) or KIN 170
KIN 156. Swimming (all levels) (1) or
KIN 158. Swimming/Conditioning (1)
KIN 170. Weight Training (1) or KIN 142
KIN 235. Lifetime Fitness (3)

C. Upper Division Requirements (25 units):

KIN 300. Tests/Measurements in Physical Education (3)
KIN 304. Introduction to Adapted PE (3)
KIN 305. Motor Learning (3)
KIN 310. Sports Nutrition for Peak Performance (3)
KIN 362. Principle of Athletic Training (3)
KIN 462. Therapeutic Exercise (3)
KIN 490. Senior Seminar in Physical Education (1)
KIN 496. Internship in Physical Education (3)
PSY 314. Behavior Modification (3)

Pre-Physical Therapy Option (65 units)

Single Field Major- No minor required

A. Common Core Requirements (20 units)

B. Lower Division Requirements (14 units):

BIO 120. Principles of Biology I (3)
BIO 121. Principles of Biology I Laboratory (1)
CHE 110. General Chemistry I (5)
HEA 281. Medical Terminology (1)
PHY 120. Elements of Physics I (4)

C. Upper Division Requirements (31 units):

KIN 300. Tests and Measurements in Physical Education (3)
KIN 305. Motor Learning (3)
KIN 310. Nutrition for Peak Performance (3)
KIN 362. Principles of Athletic Training (3)
KIN 363. Principles of Athletic Training Laboratory (1)
KIN 461. Therapeutic Modalities (3)
KIN 462. Therapeutic Exercise (3)
KIN 463. Lower Extremity Assessment (3)
KIN 464. Upper Extremity Assessment (3)
KIN 493. Clinical Experiences in PT/AT (3, 3)*

*Note: Or two sections that will make up to total 31 units of Upper Division Requirement.

Teaching Option (64 units)

Single Field Major - no minor required

Students who wish to pursue the State of California Single Subject Teaching Credential in Physical Education should complete this program and additional requirements as listed in the

Teacher Education section of this University Catalog. This option does not require an additional academic minor outside the field of Physical Education.

A. Common Core Requirements (20 units)

B. Lower Division Requirements (18 units)

1. Required Courses (15 units):

KIN 111. Aerobics (1)

KIN 113. Social and Folk Dance (1)

KIN 114. Badminton (1)

KIN 130. Golf (1)

KIN 132. Gymnastics (1)

KIN 141. Martial Arts (1)

KIN 156. Swimming (all levels) (1)

KIN 162. Tennis (1)

KIN 233. Practicum in Physical Education (3)

KIN 235. Lifetime Fitness (3)

REC 260. Outdoor Education (1)

2. Select one course from the following (1 unit):

KIN 142. Physical Conditioning (1)

KIN 170. Weight Training (1)

3. Select two from the following (2 units):

KIN 118. Basketball (1)

KIN 150. Soccer (1)

KIN 152. Softball (1)

KIN 164. Volleyball (1)

C. Upper Division Required Courses (26 units):

KIN 300. Tests and Measurements in Physical Education (3)

KIN 304. Introduction to Adapted Physical Education (3)

KIN 302. Technology Methods in Physical Education and Recreation (3)

KIN 305. Motor Learning (3)

KIN 320. Seminar in History and Philosophy of Physical Education (3)

KIN 425. Physical Education in the Elementary School (3)

KIN 426. Directed Teaching in Elementary Physical Education (2)

KIN 448. Teaching Effectiveness in Secondary Physical Education (3)

KIN 449. Directed Teaching in Secondary Physical Education (2)

KIN 490. Senior Seminar in Physical Education (1)

Minor in Coaching (24 units)

A. Lower Division Requirements (7 units):

BIO 250. Elements of Human Anatomy and Physiology (3)

BIO 251. Elements of Human Anatomy and Physiology Laboratory (1)

KIN 218. First Aid and Cardiopulmonary Resuscitation (3)

B. Upper Division Requirements (17 units):

KIN 301. Kinesiology (3)

- KIN 303. Exercise Physiology (4)
- KIN 305. Motor Learning (3)
- KIN 360. Prevention and Treatment of Athletic Injuries (3)
- KIN 470. Coaching Techniques for Selected Sports (2)
- KIN 496. Internship in Physical Education (Coaching) (2)

Minor in Teaching (22 units)

A. Lower Division Requirements (11 units)

1. Required Courses (7 units):

- KIN 113. Social and Folk Dance (1)
- KIN 132. Gymnastics (1)
- KIN 223. Introduction to Physical Education (3)
- REC 260. Outdoor Education (2)

2. Select two (2) courses from the following (2 units):

- KIN 114. Badminton (1)
- KIN 130. Golf (1)
- KIN 141. Martial Arts (1)
- KIN 142. Physical Conditioning (1)
- KIN 162. Tennis (1)
- KIN 170. Weight Training (1)

3. Select two (2) courses from the following (2 units):

- KIN 118. Basketball (1)
- KIN 150. Soccer (1)
- KIN 153. Softball (1)
- KIN 164. Volleyball (1)

B. Upper Division Requirements (11 units):

- KIN 305. Motor Learning (3)
- KIN 425. Physical Education in the Elementary School (3)
- KIN 448. Teaching Effectiveness in Secondary Physical Education (3)
- KIN 426. Directed Teaching in Elementary Physical Education (2) or
- KIN 449. Directed Teaching in Secondary Physical Education (2)

Certificate in Fitness Instructor (21 units)

The Fitness Instructor's Certificate is designed to meet the needs of individuals presently employed as fitness instructors in health clubs, recreation centers, YM/WCAs or corporate fitness programs. The certificate may be taken with or apart from a degree program, major or minor; and is available to students who satisfactorily complete the following requirements with a grade of "C" or higher in each course.

A. Required Courses (19 units):

- BIO 250. Elements of Human Anatomy and Physiology (3)
- BIO 251. Elements of Human Anatomy and Physiology Laboratory (1)
- KIN 111. Aerobics (1)
- KIN 142. Physical Conditioning (1)
- KIN 218. First Aid and Cardiopulmonary Resuscitation (3)
- KIN 303. Exercise Physiology (4)

- KIN 360. Prevention and Treatment of Athletic Injuries (3)
- KIN 496. Internship in Physical Education (Fitness) (3)

B. Select two (2) courses from the following (2 units):

- KIN 141. Martial Arts (1)
- KIN 156. Swimming (all levels) (1)
- KIN 170. Weight Training (1)
- KIN 171. Yoga (1)

Subject Matter Preparation Program in Physical Education

The Single Field Major in Physical Education: Teaching Option serves as a waiver for the National Teacher Exam in Physical Education. Students who plan to enter the State of California Single Subject Teaching Credential Program in Physical Education must complete the Single Field Major in Physical Education: Teaching Option. Students must earn a grade of "C" or better in all courses to be given waiver credit.

Students must also complete additional requirements as listed in the Teacher Education section of this University Catalog.

Supplementary Authorization in Physical Education

This authorization is designed for individuals credentialed to teach in other subject areas in grades K-9 and wish to add Physical Education to the subjects they are credentialed to teach. The Teaching minor, listed under "Minor Requirements," meets the State of California requirements for Supplementary Authorization in Physical Education.

Subject Matter Preparation Program in Physical Education: Dance Concentration (66 units) A Joint Campus Program

The California State University Dominguez Hills (CSUDH)-Loyola Marymount University (LMU) Joint Campus Subject Matter Preparation Program is designed for students interested in a career teaching dance at the secondary school level. The program aligns with the Physical Education: Dance Concentration. To receive a Single Subject Credential, students must complete additional requirements listed in the Teacher Education section in this catalog.

A. Physical Education Course Requirements: CSUDH (45 units)

1. Lower Division Requirements (15 units)
 - a. Required Courses (12 units):
 - BIO 250. Human Anatomy and Physiology (3)
 - BIO 251. Human Anatomy and Physiology Lab (1)
 - KIN 130. Golf (1)
 - KIN 132. Gymnastics (1)
 - KIN 141. Martial Arts (1)
 - KIN 156. Swimming (1)
 - KIN 160. Outdoor Education (1)
 - KIN 218. First Aid and CPR (3) (or certification)
 - b. Select one from the following (1 unit):
 - KIN 111. Aerobics (1)
 - KIN 142. Physical Conditioning (1)
 - KIN 171. Yoga (1)
 - c. Select one from the following (1 unit):

KIN 118. Basketball (1)

KIN 150. Soccer (1)

KIN 152. Softball (1)

KIN 164. Volleyball (1)

d. Select one from the following (1 unit):

KIN 114. Badminton (1)

KIN 162. Tennis (1)

2. Upper Division Requirements (30 units)

a. Required Courses (22 units):

KIN 300. Tests and Measurements in Physical Education (3)

KIN 301. Kinesiology (3)

KIN 303. Exercise Physiology (4)

KIN 305. Motor Learning (3)

KIN 320. Seminar in History and Philosophy of Physical Education (3)

KIN 330. Somatic Education (3)

KIN 360. Prevention and Treatment of Athletic Injuries (3)

b. Select one from the following (3 units):

KIN 425. Physical Education in the Elementary School (3)

DAN 384. Creative Dance for Children (3)*

c. Select one from the following (3 units):

KIN 448. Teaching Effectiveness in Secondary Physical Education (3)

DAN 484. Principles of Teaching Dance (3) *

d. Select one from the following (2 units):

KIN 426. Directed Teaching in Elementary Physical Education (2)

KIN 449. Directed Teaching in Secondary Physical Education (2)

DAN 485. Internships (2)*

* Comparable courses offered at Loyola Marymount University which draw examples from dance.

B. Dance Concentration Course Requirements: Loyola Marymount University (LMU) (21 units)

1. Lower Division Requirements (13 units):

DAN 102. Modern Dance I (1)

DAN 120. Ballet I (1)

DAN 142. Jazz Dance I (1)

DAN 160. Fundamentals of Dance Composition I (3)

DAN 161. Fundamentals of Dance Composition II (3)

DAN 202. Modern Dance II (1)

DAN 220. Ballet II (1)

DAN 242. Jazz Dance II (1)

DAN 279. Dance Rehearsal and Performance (1)

2. Upper Division Requirements (8 units)

a. Required Courses (6 units):

DAN 302. Modern Dance III (1)

DAN 381. To Dance is Human: Dance, Culture and Society (3)

DAN 397. World Dance (1)

DAN 402. Modern Dance IV (1)

b. Select two from the following (2 units):

DAN 144. Tap Dance I (1)

DAN 390. Dance of Greece (1)

DAN 394. Dunham Dance Technique (1)

DAN 396. Musical Theatre Dance (3)

DAN 397. World Dance (1)

NOTE DAN 397 may be repeated for up to two (2) units credit with different cultures selected

3. Recommended Coursework (0-7 units):

DAN 260. Laban Movement Analysis (3)

DAN 262. Dance Styles and Forms (3)

DAN 353. Dance Conditioning (1)

Requirements for Admission to the Graduate Programs in Education

Admission as a classified graduate student in Education requires:

1. admission to the University.
2. a baccalaureate degree Physical Education/Kinesiology from a regionally accredited college or university.
3. a minimum of 2.75 grade point average in the last 60 units of upper division course work attempted or a Miller's Analogies Test (MAT) score of 40 or above in lieu of the 2.75 GPA.
4. three letters of recommendations from individuals who can evaluate the applicant's potential for graduate study.
5. a personal interview with a faculty advisor or interview committee.
6. Completion of Graduation Writing Assessment Requirement (GWAR).

Admission Procedures

Students are strongly urged to apply by June 1 for the fall semester and November 1 for the spring semester; however, applications are accepted beyond those dates if room for new students exists. Exception: Deadlines for applications for admission to the Counseling Option are April 1 for fall semester and October 1 for spring semester.

All prospective graduate students, including CSU Dominguez Hills graduates, must file the following with the CSU Dominguez Hills Admissions Office:

1. An application for admission and a supplemental application for graduate admissions.
2. Two sets of official transcripts from all colleges and universities attended other than CSU Dominguez Hills.
3. A separate application with a copy of each transcript for the specific program to the Graduate Education Office.

A decision regarding admission will be made upon completion of university and program admission requirements.

Classified Standing

Students who satisfy all the requirements of program admission will be admitted with Classified Standing. Students accepted with Conditional Standing will have a semester to meet the

conditions for Classified Standing. Upon completion of specified conditions, students must request that a Postbaccalaureate/Graduate Change of Objective form be filed by their advisor on their behalf.

Degree Requirements

The Master of Arts Degrees in Education require completion of 30 units of course work with a minimum 3.0 grade point average. A minimum of 21 semester units must be completed in residence. Courses taken previously may be used to meet the course content requirements of a graduate program if they have been completed within the seven years immediately preceding the completion of the requirements for the degree. However, no courses may apply toward the required number of units of approved graduate work that have been used to meet the requirements of another degree.

Students may take up to seven years to complete the course work, including the thesis or exams. Course work that does not meet the seven-year deadline will have to be repeated and/or replaced by other courses with the approval of the program advisor.

A Graduation Writing Assessment Requirement must be met by all students prior to classified standing. This requirement can be met on the CSU Dominguez Hills campus by attaining a passing score of "8" on the GWE or with a passing grade of at least a "B" in one of the certified courses on this campus. Education students typically take English 350 to meet this requirement.

In addition to the major requirements, students must meet all university requirements for the master's degree. Students should consult the section of the catalog entitled "Requirements for the Master's Degree."

Completion of Degree

Prior to the completion of 21 semester units (including core courses) the graduate student must select one of the following alternatives unless otherwise specified:

Alternative I: Course work and Thesis (30 units)

1. Complete approved program with a minimum of 24 units of course work with at least a B (3.0) average (including core courses).
2. Complete approved thesis or creative project (6 units). See advisor for thesis preparation guidelines. Students must have the approval of a faculty thesis advisor prior to enrolling for thesis credit.

Alternative II: Course work and Examinations (30 units)

1. Complete an approved program of 30 units of course work with at least a "B" (3.0) average (including core courses).
2. Pass a comprehensive written examination. After completion of all course work or during the last semester of course work, the M.A. degree candidate may apply to take the comprehensive examination. There is only one retake opportunity.

Master of Arts in Education

Physical Education Administration Option (30 units)

The Physical Education Administration option is structured as a differential tuition program, with graduates completing a total of 30 units. Students will complete 18 units (graduate education curriculum) under state support and 12 units (physical education curriculum) through Special Sessions.

I. The following courses constitute the program of study for the Master of Arts in Education: Physical Education Administration option. Students enrolling in graduate level physical education courses must have a degree in Physical Education, Kinesiology, Exercise Science, or Human Performance or have completed the prerequisite courses (outlined in section II below). All students receiving this degree must successfully complete these courses.

A. Core Courses (9 units). Classes taken under state support.

GED 500. Research Methods in Education (3)

GED 501. Seminar in Learning and Development (3)

GED 503. Socio-Cultural Issues in Education (3)

B. Graduate Education Required Courses (9 units). Classes taken under state support.

EAD 506. Law and Ethics in Public Education (3)

EAD 570. Supervision of Instruction (3)

EAD 571. School Management and Finance (3)

C. Physical Education Required Courses (12 units).

Classes taken through Special Sessions.

KIN 500. Seminar in Contemporary Issues, Topics and Trends in Physical Education (3)

KIN 514. Seminar In Curriculum Development in Physical Education (3)

KIN 516. Public Relations and Development in Physical Education and Athletics (3)

KIN 593. Fieldwork in Physical Education and Athletic Administration (3).

II. Program Prerequisite Courses

Students who have NOT completed a degree in Physical Education, Kinesiology, Exercise Science, or Human Performance must complete all of the following courses before enrolling in 500 level physical education courses.

BIO 250. Elements of Human Anatomy and Physiology (3)

BIO 251. Elements of Human Anatomy and Physiology Lab (1)

KIN 300. Tests and Measurements (3)

KIN 301. Kinesiology (3)

KIN 303. Exercise Physiology (4)

KIN 448. Teaching Effectiveness in Secondary Physical Education (3)

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

Kinesiology

Lower Division

KIN 111-180 Physical Education Activity (1).

The following courses are designed to promote active lifestyles and are open to all university students. Prerequisites for intermediate level classes are beginning level or equivalent.

Prerequisites for advanced level classes are intermediate level or equivalent. Students assume responsibility for satisfactory health status appropriate for activity classes. The courses are repeatable. Two hours of activity per week. Fee required for KIN 116-180.

- KIN 111 Aerobics (1)
- KIN 112 Aerobics: Step (1)
- KIN 113 Social and Folk Dance Activity (1)
- KIN 114 Badminton (1)
- KIN 116 Baseball (1)
- KIN 118 Basketball (1)
- KIN 125 Bicycling/Beginning/Velodrome (1)
- KIN 130 Golf (1)
- KIN 132 Gymnastics (1)
- KIN 141 Martial Arts (1)
- KIN 142 Physical Conditioning (1)
- KIN 145 Relaxation Techniques (1)
- KIN 150 Soccer/Outdoor (1)
- KIN 152 Softball (1)
- KIN 156 Swimming/All Levels (1)
- KIN 158 Swimming/Conditioning (1)
- KIN 162 Tennis (1)
- KIN 164 Volleyball (1)
- KIN 170 Weight Training (1)
- KIN 171 Yoga (1)

KIN 180 Intramurals (1)

Participation in competitive intramural activities. Tournaments conducted in sports such as basketball, badminton, tennis, volleyball and additional activities based upon student interest. Repeatable course. Two hours of activity per week.

KIN 190 Intercollegiate Athletics - Sports – Men (1).

Instruction and participation in selected major team sports such as basketball, baseball, golf, and soccer that comprise the intercollegiate athletic program. Repeatable course.

KIN 191 Intercollegiate Athletics - Sports – Women (1).

Instruction and participation in selected major team sports such as basketball, softball, volleyball, cheerleading, soccer, and cross country that comprise the intercollegiate athletic program. Repeatable course.

KIN 218 First Aid and Cardiopulmonary Resuscitation (3).

Provides opportunity to qualify for American Red Cross certification in Standard First Aid and CPR. Students study and practice administering first aid techniques; examine accident and injury prevention measures; and train to master cardiopulmonary resuscitation techniques. Fee required.

KIN 223 Introduction to Physical Education (3).

Examination of bodies of knowledge that make up the fields of Physical Education and Dance Education. Analysis of how disciplinary theories translate into workable practices in a diverse culture. Course includes career guidance and overview of career options. (Students entering the Physical Education major are required to enroll in this course their first semester of study.)

KIN 233 Practicum in Physical Activity Instruction (3).

Designed to provide initial instruction in a variety of pedagogical knowledge related to teaching physical education for grades K-12. Students will be provided with opportunities to learn and

demonstrate current best teaching practices. Emphasis is placed on learning and practicing effective planning, teaching, and reflective behaviors.

KIN 235 Lifetime Fitness (3).

Examination of components of fitness; training principles, energy sources; nutrition and weight control research; stress reduction techniques; and fitness programs. Fitness assessment and development of personalized fitness program. Meets General Education requirement for Whole Person.

KIN 250 Analysis of Aquatics (2).

Analysis and refinement of skill requirements; examination of concepts, rules, strategies, history and appreciations; and adaptations for special populations related to swimming, diving, synchronized swimming, aqua aerobics, water games and water safety. One hour of lecture and two hours of activity per week. Fee required.

KIN 251 Analysis of World Dance (2).

Analysis and refinement of skill requirements; examination of concepts, movement theories, history, culture and appreciations; and adaptations for special populations related to modern dance, jazz, ballet, social dance, folk dance, ethnic dance and dance-exercise. One hour of lecture and two hours of activity per week. Fee required.

KIN 252 Analysis of Artistic & Rhythmic Gymnastics (2).

Analysis and refinement of skill requirements; examination of concepts, movement theories, judging, history and appreciations; and adaptations for special populations related to stunts, tumbling, floor exercise; apparatus work and object manipulation required of artistic and rhythmic gymnastics. One hour of lecture and two hours of activity per week. Fee required.

KIN 253 Analysis of Archery, Bowling and Golf (2).

Analysis and refinement of skill requirements; examination of concepts, rules, strategies, history and appreciations; and adaptations for special populations related to the individual sports of archery, bowling and golf. One hour of lecture and two hours of activity per week. Fee required.

KIN 254 Analysis of Conditioning and Martial Arts (2).

Analysis and refinement of skill requirements; examination of concepts, rules, strategies, underlying principles, history, culture and appreciations; and adaptations for special populations related to all components of physical conditioning, weight training and martial arts. One hour of lecture and two hours of activity per week. Fee required.

KIN 255 Analysis of Tennis, Paddle Tennis and Racquetball (2).

Analysis and refinement of skill requirements; examination of concepts, rules, strategies, history and appreciations; and adaptations for special populations related to tennis, paddle tennis, racquetball and non-traditional racquet games. One hour of lecture and two hours of activity per week. Fee required.

KIN 256 Analysis of Badminton and Team Handball (2).

Analysis and refinement of skill requirements; examination of concepts, rules, strategies, history and appreciations; and adaptations for special populations related to individual and dual sports of badminton and team handball. One hour of lecture and two hours of activity per week. Fee required.

KIN 257 Analysis of Softball and Track and Field (2).

Analysis and refinement of skill requirements; examination of concepts, rules, strategies, history and appreciations; and adaptations for special populations related to softball, track and field, and non-competitive diamond games. One hour of lecture and two hours of activity per week. Fee required.

KIN 258 Analysis of Basketball and Volleyball (2).

Analysis and refinement of skill requirements; examination of concepts, rules, strategies, history and appreciations; and adaptations for special populations related to team sports of basketball and volleyball. One hour of lecture and two hours of activity per week. Fee required.

KIN 259 Analysis of Flag Football and Soccer (2).

Analysis and refinement of skill requirements; examination of concepts, rules, strategies, history and appreciations; and adaptations for special populations related to the field sports of flag football and soccer and non-traditional field activities. One hour of lecture and two hours of activity per week. Fee required.

Upper Division

KIN 300 Tests and Measurements in Physical Education (3).

Prerequisite: Fulfillment of ELM requirement.

Analysis, evaluation, interpretation, and use of tests and other assessment methods in physical education. Application of statistical procedures. Fee required.

KIN 301 Kinesiology (3).

Prerequisites: BIO 250 and BIO 251 and either high school or college physics.

Examination of anatomical structure, function, and mechanical principles relating to human motion, including analytical and practical application of concepts. Two hours of lecture and three hours of laboratory per week. Fee required.

KIN 302 Technology Methods in Physical Education and Recreation (3).

Provides students with information on, training in, and experience with various technology methods and applications related to the Physical Education and Recreation professions. One hour of lecture and two hours of laboratory activity per week.

KIN 303 Exercise Physiology (4).

Prerequisites: KIN 300; BIO 250 and BIO 251 and either high school or college chemistry.

Study of human function under the stress of muscular activity per week. Investigation of acute and chronic effects of exercise on the muscular, pulmonary, cardiovascular, nervous and energy systems. Examination of principles of training and nutrition. Three hours of lecture and three hours of laboratory per week. Fee required.

KIN 304 Introduction to Adapted Physical Education (3).

Prerequisite: KIN 301.

Study of prevalent disabilities with implications for adapted physical education program development, implementation and evaluation at the elementary and secondary levels.

KIN 305 Motor Learning (3).

Prerequisite: KIN 300.

Study of human development and learning in the motor domain. Examination of factors such as growth and maturation, instructional procedures, sensory and perceptual systems, motor control, and assessment of motor development.

KIN 310 Nutrition for Peak Performance (3).

Prerequisite: KIN 303

Presents principles of nutrition as they apply to sport, exercise, and peak performance. Topics presented include: energy release, metabolism, and substrate utilization during exercise, ergogenic aids, fluid intake, pre-game meals, and health issues related to nutrition.

KIN 320 History and Philosophy of Physical Education (3).

Prerequisite: KIN 223.

Study of historical roots and evolution of physical education, changing value systems that shape physical education philosophies, and administrative practices which lead to making informed program decisions.

KIN 330 Somatic Education (3).

Prerequisite: PSY 101.

Study of the nature of the human being as a continuum of body, mind and spirit integration. Examination of how the areas of anatomy, physiology, kinesiology, sociology, psychology, and spirituality fuse and the idea of a holistic lifestyle emerges.

KIN 360 Prevention and Treatment of Athletic Injuries (3).

Prerequisites: BIO 250, BIO 251 and KIN 301.

Prevention, examination, and treatment of athletic injuries. Includes methods of taping, bandaging, therapeutic exercises, training room equipment, protective devices and supplies. Two hours of lecture and three hours of laboratory per week. Fee required.

KIN 362 Principles of Athletic Training (3).

Prerequisites: BIO 250 and BIO 251, KIN 301.

The scientific and clinical foundation of the field of athletic training. Emphasis placed on athletic trainer's role and responsibilities. In depth study of risk management, prevention, evaluation, recognition, treatment, and rehabilitation of athletic injuries.

KIN 363 Principles of Athletic Training Laboratory (1).

Prerequisites: BIO 250 and BIO 251. Corequisite: KIN 362.

Emphasis on knowledge, skills, and taping techniques for common athletic injuries and related evaluation procedures.

KIN 375 Clinical Experience I (1).

Prerequisites: BIO 250, BIO 251, and KIN 218. Corequisites: KIN 362, KIN 363.

Introduction to clinical experience in athletic training settings. Basic understanding of clinical aspect of the training profession. Students in this class are required a minimum 50 hours of observation and 150 hours of clinical experience (a minimum of 10 per week) in athletic training settings.

KIN 376 Clinical Experience II (1).

Prerequisites: KIN 362, KIN 363, KIN 375.

Application of taping, wrapping, bracing, and padding skills; risk management; assessment and evaluation; pharmacology and nutrition; therapeutic modalities; therapeutic exercise; specific injury management. Requires a minimum of 250 clinical experience hours (a minimum of 16 hours a week) in an athletic training setting.

KIN 377 Clinical Experience III (1).

Prerequisites: KIN 376, KIN 461, and KIN 463. Corequisites: KIN 462 and KIN 464.

The application of therapeutic exercise; surgery observation; specific injury management; clinical experience in various sports teams. Requires a minimum of 250 clinical experience hours (a minimum of 16 hours a week) in an athletic training setting.

KIN 425 Physical Education in the Elementary School (3).

Prerequisite: In order to begin the hours for fieldwork in this course, you will need a valid Certificate of Clearance (fingerprints) and proof of a negative TB (within 4 months of the fieldwork course beginning). For information on submitting these documents, contact the Center for Teaching Careers.

Overview of bodies of knowledge in the field of physical education and their application to elementary physical education. Analysis of educational theories and practices as they relate to

effectively teaching physical education to elementary school children. Course includes peer teaching lessons. Two hours of lecture and two hours of activity per week. Fee required.

KIN 426 Directed Teaching in Elementary Physical Education (2).

Prerequisites: KIN 425. In order to begin the hours for fieldwork in this course, you will need a valid Certificate of Clearance (fingerprints) and proof of a negative TB (within 4 months of the fieldwork course beginning. For information on submitting these documents, contact the Center for Teaching Careers.

Planned directed teaching in elementary physical education at a cooperating elementary school under professional supervision. Repeatable course.

KIN 447 Dance Education in the Elementary School (3).

Prerequisite: In order to begin the hours for fieldwork in this course, you will need a valid Certificate of Clearance (fingerprints) and proof of a negative TB (within 4 months of the fieldwork course beginning. For information on submitting these documents, contact the Center for Teaching Careers.

Study of developmentally appropriate dance education activities for children. Examination of and practice in blending pedagogical content knowledge with subject matter knowledge to optimize teaching and learning. Course culminates in peer teaching lessons, reflections and self-assessment.

KIN 448 Teaching Effectiveness in Secondary Physical Education (3).

Prerequisite: See lower division requirements for major. In order to begin the hours for fieldwork in this course, you will need a valid Certificate of Clearance (fingerprints) and proof of a negative TB (within 4 months of the fieldwork course beginning. For information on submitting these documents, contact the Center for Teaching Careers.

Analysis and application of recent advances in teaching methodology, observation techniques, organization and management strategies, and skill and knowledge acquisition as they relate to effectively teaching secondary physical education. Course includes peer teaching lessons. Two hours of lecture and two hours of activity per week.

KIN 449 Directed Teaching in Secondary Physical Education (2).

Prerequisites: KIN 448. In order to begin the hours for fieldwork in this course, you will need a valid Certificate of Clearance (fingerprints) and proof of a negative TB (within 4 months of the fieldwork course beginning. For information on submitting these documents, contact the Center for Teaching Careers.

Planned directed teaching in secondary physical education at a cooperating secondary school under professional supervision. Repeatable course.

KIN 450 Teaching Dance (1).

Prerequisite: Intermediate level technique class.

Analysis and application of recent advances in teaching methodology, observation techniques, organization and management strategies, and skill and knowledge acquisition as they relate to effectively teaching elementary, secondary and college dance. Course includes peer teaching experience.

KIN 461 Therapeutic Modalities (3).

Prerequisites: BIO 250, KIN 362, KIN 363, and KIN 375.

A theoretical clinical basis for using therapeutic modalities, providing knowledge regarding the scientific basis and physiological effects of modalities in the treatment and rehabilitation of athletic injuries. Fee required.

KIN 462 Therapeutic Exercise (3).

Prerequisites: BIO 250, KIN 362, KIN 363, KIN 375.

A theoretical and clinical basis for implementation and intervention of therapeutic exercise; understanding the basic principles and effects of the variety of therapeutic exercise techniques; and designing therapeutic exercise programs.

KIN 463 Lower Extremity Assessment (3).

Prerequisites: KIN 375. Recommended corequisite: KIN 461.

Recognition and evaluation of orthopedic and athletic injuries; identifying signs, symptoms and mechanisms of injuries; performing special tests for specific orthopedic pathologies related to the lower extremity.

KIN 464 Upper Extremity Assessment (3).

Prerequisites: KIN 376. Recommended corequisite: KIN 462.

Recognition and evaluation of orthopedic and athletic injuries; identifying signs, symptoms and mechanisms of injuries; performing special tests for specific orthopedic pathologies related to the upper extremity.

KIN 465 Administration of Athletic Training Programs (3).

Prerequisites: KIN 461, KIN 462, KIN 463, and KIN 464.

Administration and management strategies of the field of athletic training and sports medicine. Organization planning ideas including principles and knowledge of program, human, financial, and information management: facility design and planning; legal aspects and ethical issues.

KIN 470 Coaching Techniques for Selected Sports (2).

Prerequisites: KIN 253, KIN 256, KIN 257, KIN 258 and KIN 259; three out of five are recommended.

Analysis and practical application of techniques for coaching selected sports. Emphasis on organization and conduct of athletic programs, including program development, coaching strategies, practice sessions, academic advisement, recruiting and scouting.

KIN 476 Clinical Experience IV (1).

Prerequisites: KIN 377, KIN 462, KIN 463, and KIN 464. Corequisite: KIN 465.

The application of specific injury management; clinical experience in various sports teams. A minimum of 250 clinical experience hours (a minimum of 16 hours a week) in an athletic training setting are required.

KIN 477 Clinical Experience V (1).

Prerequisites: KIN 476.

The application of specific injury management; clinical experience in various sports teams; peer teaching and supervision. A minimum of 250 clinical experience hours (a minimum of 16 hours a week) in an athletic training setting are required.

KIN 480 Athletic Training Seminar (2).

Prerequisites: KIN 465 and KIN 476.

Course is designed for senior students who are preparing for the NATA BOC examination. Students in this course are senior level students who have either completed all necessary NATA competencies or are in their last semester and currently completing the necessary competencies.

KIN 490 Senior Seminar in Physical Education (1).

Prerequisite: Senior year. For Physical Education majors.

Practice writing and presentation skills through self-reflection, evaluation, and connecting subject matter areas. Peer and faculty evaluation of student portfolios, resume writing, curriculum development, mock interviews and program assessment will be included in the curriculum. One hour of seminar per week.

KIN 493 Clinical Experiences in PT/AT (3).

Prerequisite: Physical Education, Pre-PT major and upper division standing is required. Seniors in their last year. Last two semesters only is recommended. Corequisites: KIN 360, KIN 362, KIN 461 and KIN 462.

Planned internship in Pre-PT at a cooperative institution, agency or clinical setting under professional supervision. Application of the principles and skills acquired in the Pr-PT program. Repeatable Course

KIN 494 Physical Education: Independent Study (1-3).

Prerequisites: Physical Education Major or Minor; upper division standing.

Independent study in physical education, with each student participating in a special project mutually agreed upon by student and instructor. Repeatable course.

KIN 495 Special Topics in Physical Education (1-3).

Intensive study of a physical education topic of current interest. May be repeated for credit to a maximum of 6.0 units. Repeatable course. One to three hours of lecture per week.

KIN 496 Internship in Physical Education (1-4).

Prerequisites: Physical Education Major or Minor and upper division standing are required. KIN 448 is recommended.

Planned internship in physical education at a cooperating institution, agency or company under professional supervision. Repeatable course.

Graduate

Graduate standing or consent of the program coordinator is prerequisite to enrollment in graduate (500 level) courses.

KIN 500 Seminar in Contemporary Issues/Topics and Trends in Physical Education (3).

Analysis of current trends, issues, and problems in Physical Education academic and athletics programs; examination and analysis of literature and research findings. Three hours of seminar per week.

KIN 514 Seminar in Curriculum Development in Physical Education (3).

Intensive study, evaluation, and application of current developments in curriculum theory and practice for Elementary-Secondary School Physical Education. Includes designing an innovative physical education/wellness curriculum project. Three hours of seminar per week.

KIN 516 Public Relations and Development (3).

The study of public relations and development issues related to the fields of physical education and athletics in K-16 school settings. The student will develop news releases, design promotional public information, develop mediated presentations addressing programs and development Three hours of seminar per week.

KIN 593 Fieldwork in Physical Education and Athletic Administration (3).

Prerequisites: GED 571 and KIN 500 is required; KIN 514 and KIN 516 are recommended.

Supervised field experiences at the school level to include actual job performance in both supervision and administrative in Physical Education or Athletics. Students will demonstrate competencies required by the Educational Administration approved program. CR/NC grading.

KIN 599 Thesis/Creative Project (3).

Prerequisites: KIN 500, KIN 514, KIN 516, KIN 593 are required.

Student will execute an individually planned research effort or creative project. Students work under individual supervision with assigned faculty. May be repeated up to 6 units.

KIN 600 Graduate Continuation Course (0).

Graduate students who have completed their course work but not their thesis, project, or comprehensive examination, or who have other requirements remaining for the completion of their degree, may maintain continuous attendance by enrolling in this course.

Recreation and Leisure Studies

Lower Division

REC 100 Dimensions of Leisure (3).

Investigation of leisure, recreation, and personal and social adjustments to leisure. Examination of use and misuse of leisure. Students develop personal philosophy of recreation and increase awareness of impact of leisure on American society.

REC 260 Outdoor Education (1).

Introduction to outdoor education activities including camping, hiking, backpacking, environmental discovery and selected outdoor survival skills. Emphasis on leadership techniques, group dynamics, team building activities, program planning and evaluation. Field trips required. Two hours of activity per week.

Infrequently Offered Courses

The following courses are scheduled on a "demand" basis. Students should consult the department office for information about the next scheduled offering.

KIN 100 Adapted Physical Fitness (1).

Physical fitness evaluation, exercise prescription and individualized programs designed for disabled students and any student with a temporary or permanent fitness need. Repeatable course. Two hours of activity per week.

Physical Education Activity Courses

KIN 134 Jogging (1).

KIN 140 Lifeguard Training (Red Cross) (1).

Prerequisite: Red Cross Emergency Water Safety Skills.

KIN 148 Soccer/Indoor (1).

KIN 154 Stretch and Flex (1).

KIN 168 Walking for Health (1).

KIN 260 Sports Officiating (2).

Rules, mechanics and officiating procedures for men's and women's sports at the interscholastic and intercollegiate levels.

KIN 504 Physical Fitness Evaluation and Exercise Prescription (3).

Prerequisites: KIN 303 is required; KIN 218 is recommended.

Evaluation of cardiovascular fitness, respiratory capacity, body composition, strength, muscular endurance and flexibility. Exercise prescription based upon individual needs, interests and preliminary health and fitness evaluations. Overview of American Psychological Association's research methodology.

LABOR STUDIES

College of Arts and Humanities

Department of Interdisciplinary Studies

Bachelor of Arts

Minor

Certificate

Faculty

Vivian Price, Program Coordinator

Program Office: SCC 130, (310) 243-3640

Interdepartmental Labor Studies Committee

David Bradfield (Music), Anne Choi (IDS), Tom Donahoe (Interdisciplinary Studies), Cynthia Johnson (Nursing), Thomas Norman (Management), Ericka Verba (History)

Program Description

In 1977, the Labor Studies program was developed at CSU Dominguez Hills to provide Southern California with the only state-supported bachelor of arts program in this field. Our program was designed with the assistance of state and local labor leaders and was coordinated with Labor Studies programs at nearby community colleges. Labor Studies focuses upon all aspects of working life from the point of view of workers. Emphasis is placed on understanding the labor movement as it relates to historical, economic, and social issues of the twenty-first century. The Labor Studies program offers a major, a minor, and a certificate program.

Features

Besides being unique in Southern California, the CSU Dominguez Hills Labor Studies Program offers students a wide variety of courses taught by professors in a range of different disciplines. Labor Studies is an interdepartmental program, which means that along with specialized courses in labor studies, students also take related classes in fields such as history, sociology and economics. The student will acquire a good liberal arts education, as well as an education in the more practical aspects of labor studies. Such courses as LBR 412, Labor Law, are taught by labor lawyers and unionists who are currently involved in the workplace.

Evening Program

Every effort is made to schedule courses in the evening and on weekends. There are also internet and hybrid classes.

Academic Advisement

The faculty members comprising the Labor Studies Committee are available for advising students. Students should first contact the coordinator of the Labor Studies Program for counsel or direction to someone with the expertise to assist them. Upon enrollment, a student should establish a relationship with an advisor who can help provide continuity during the student's college years.

Preparation

Students coming from high school must meet the California State University requirements for admission to CSU Dominguez Hills. Otherwise, prospective Labor Studies majors do not need to have taken any specific courses. It is recommended that community college transfer students complete their General Education courses before entering the Labor Studies program.

Career Possibilities

Careers for Labor Studies majors can be found within the labor movement and in private and public sector organizations that deal with labor relations. Many labor studies students are union officers or staff members seeking wider background knowledge for their current or future positions. A number of these students plan careers in the personnel and industrial relations divisions of corporations. Others wish to become professional mediators or arbitrators. Besides the careers typically sought by Labor Studies majors, a student also might consider a B.A. in Labor Studies as a background for teaching, labor journalism, or labor law.

Student Organizations

Labor Studies Club. Students interested in the field can participate in the Labor Studies Club, which organizes discussions and forums on current topics, holds social events and advises faculty and students on aspects of the program.

Graduation With Honors

An undergraduate student may be a candidate for graduation with Honors in Labor Studies provided he or she meets the following criteria:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum grade point average of at least 3.5 in all courses used to satisfy the upper division requirements in the major;
3. Recommendation by the faculty of the Labor Studies Department.

Bachelor of Arts in Labor Studies

Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

Minor Requirements

No minor required.

Major Requirements (30 units)

The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

Students are strongly encouraged to either pass the GVAR or take The Writing Adjunct (IDS 397 and 398) when starting this program.

A. Core Courses (18 units)

1. Required Course (3 units):

LBR 490. Seminar in Labor Studies (3)

2. Electives: Select five courses from the following (15 units):

ECO 330. Labor Economics (3)

HIS 348. Labor in American Society (3)

LBR 411. Contracts and Negotiations (3)

LBR 412. Labor Law (3)

SOC 315. Sociology of Work (3)

NOTE: When appropriate to the focus, courses such as IDS 326, or MGT 310, 312, 314, or 316 may be substituted with advisor's approval.

B. Related Courses in Field of Emphasis: Four courses (12 units):

With advisement students will select 4 courses related to Labor Studies organized around a theme or a focus such as "labor and political economy," "women workers," "race and ethnicity in the labor force," "labor and culture," and "legal and negotiating skills for the workplace."

Students may construct a field from the following courses, from other courses not used in the core section, and from other appropriate courses with advisor's approval. For example, a student interested in "legal and negotiating skills for the workplace" might use courses from political science that deal with the law. The following courses may also be used to construct a field of emphasis:

LBR 495. Special Topics in Labor Studies (3)

LBR 496. Practicum in Labor Studies (3)

PUB 315. Labor-Management Relations in Government (3)

ACC 230. Financial Accounting (3)

PSY 372. Industrial and Organizational Psychology (3)

Minor in Labor Studies (15 units)

A. Core Courses: Select three courses from the following (9 units):

LBR 411. Contracts and Negotiations (3)

LBR 412. Labor Law (3)

HIS 348. Labor and American Society (3)

SOC 315. Sociology of Work (3)

LBR 490. Seminar in Labor Studies (3)

B. Related Courses: Select two courses from the following (6 units):

ANT 346. Anthropology of Work (3)

ECO 330. Labor Economics (3)

PUB 315. Labor Management Relations in Government (3)

NOTE: When they deal with issues of work, unions, the economy and labor-relations skills, other courses such as IDS 326 may be substituted with advisor's approval. Courses listed in (A) that are not used to fulfill the nine core units may also be used here.

Certificate in Labor Studies (24 units)

This certificate requires completion of eight three-unit courses. Students may receive the certificate while completing a major or minor in Labor Studies or in other fields or without attaining a B.A.

A. Core Requirements: Select four courses from the following (12 units):

HIS 348. Labor in American Society (3)

SOC 315. Sociology of Work (3)

LBR 411. Contracts and Negotiations (3)

LBR 412. Labor Law (3)

LBR 490. Seminar in Labor Studies (3)

LBR 495. Special Topics in Labor Studies (3)

LBR 496. Practicum in Labor Studies (3)

B. Related Courses: Select four additional courses from the following or from courses listed in "A", but not used to satisfy the Core Requirements (12 units):

ECO 330. Labor Economics (3)

PUB 315. Labor Managements Relations in Government (3)

PSY 372. Industrial and Organizational Psychology (3)

NOTE: Other courses such as IDS 326 may be substituted with advisor's approval when they deal with issues of work, unions, the economy, and labor-relations skills.

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

Lower Division

LBR 200 Labor and the Environment (3).

The course will pursue an understanding of the consequences of climate policies for different categories of workers, identified by economic sector, geographic location, gender, migration and immigration, and national status.

Upper Division

LBR 411 Contracts and Negotiations (3).

The process of negotiating, writing and enforcing a labor contract. An overview of the historical events that have affected contemporary negotiation practices. A survey and analysis of labor contracts in various sectors of industry, including a workshop in contract writing and negotiation.

LBR 412 Labor Law (3).

Legal history of the American labor movement. Survey of federal and state laws regulating employment, collective bargaining, contract clauses, arbitration, collective actions, lockouts, unfair labor practices and fair employment practices.

LBR 490 Seminar in Labor Studies (3).

Prerequisite: Senior standing or consent of instructor.

An integrative course to study selected topics, to develop an overview of the field and to relate theory and practical application. Students will develop seminar papers as they complete an

internship in a labor organization or research an area of labor studies. Three hours of seminar per week.

LBR 495 Special Topics in Labor Studies (1-4).

An intensive study of an issue or a concept in Labor Studies that is of special interest to faculty and students. Topics vary (e.g., Special Topics: Labor in the 60's; Public Employees). Repeatable course. Three hours of lecture per week.

LBR 496 Practicum in Labor Studies (3).

Prerequisites: Consent of instructor is required.

Directed field research or supervised internship. Training and research in the practice and policies of a labor organization or labor-related governmental agency. Repeatable course.

Graduate

LBR 590 Graduate Seminar (3).

Graduate level analysis and discussion under direction of supervising faculty member in Labor Studies or related field.

LBR 598 Directed Research (1-3).

Independent research under direction of supervising faculty member in Labor Studies or related field.

LBR 599 Graduate Capstone (1-3).

Supervised thesis, or special project in Labor Studies.

LIBERAL STUDIES

College of Education

Bachelor of Arts

Anthropology Option
Art Option
Dance Option
Early Teaching and Learning Option
English Language and Linguistics Option
English Literature Option
General Studies Option
Human Development Option
Integrated Option
Mathematics Option
Natural Science Option
Physical Education Option
Spanish Option
Theatre Arts Option

Faculty

Lisa Hutton, Chair
Angela Macias, Jennifer Stacy
Department Office: SCC 540, (310) 243-3832
Email address: lbs@csudh.edu
Emeritus Faculty
John McGowan

Program Description

Liberal Studies is an interdisciplinary program designed for students who intend to become elementary and special education teachers or pursue related graduate work. Students will develop critical thinking skills, a comprehensive academic background, and communications skills as they study the areas of language and literature, math and science, history and social science, and visual and performing arts. Professional development courses provide early fieldwork opportunities, and support the transition to credential programs.

Preparation

Students preparing to enter the Liberal studies major should focus on building a strong GPA to facilitate their future entry into credential programs.

Community college students planning to transfer should know that several GE courses "double-count" in the Liberal Studies major. These courses are listed at www.assist.org.

Community college students are also advised to pass CBEST before transferring. See www.cbest.nesinc.com for information.

Academic Advisement

Liberal Studies students should see an advisor each semester. Advising is available throughout the year. Students requiring information should email lbs@csudh.edu or call (310) 243-3832 to confirm advising schedules. Students on academic probation are required to attend STEPS

(Strategies Toward Educational Progress & Success) workshops provided by the University Advisement Center (UAC). Probation holds will be lifted by UAC after satisfactory completion of STEPS. In addition to program and professional advising, advisors may refer students to other university services on campus.

All students applying to the Liberal Studies major (or current CSUDH students changing their majors) must attend a Liberal Studies Advising Meeting. The meeting includes information about: creating a LBS student file, registration for courses, important university policies, community college transferable coursework, and an overview of the requirements to earn a B.A. in Liberal Studies.

Career Possibilities

Liberal Studies is the preferred undergraduate major for students preparing to teach elementary or special education.

Graduation with Honors

Undergraduate majors are eligible to apply for graduation with honors in Liberal Studies if they meet the following criteria:

1. Complete a minimum of 36 units in residence at CSU Dominguez Hills.
2. Maintain a minimum grade point average of 3.5 in all upper division coursework (300 and 400 level) used to satisfy the requirements for the Liberal Studies major (Core and Option).

Students meeting the university deadline for applying to graduate will receive information about applying for honors in the major. Students who believe they may meet the above requirements, but did not receive the information, may request an application from the Liberal Studies Office located at SCC 540.

Overall Program Structure

The major consists of two parts:

- A. CORE Course Requirements. Students take specific courses in each of five areas: Language and Literature; Mathematics and Science; History and Social Science; Visual and Performing Arts; and Professional Development. These specific courses provide the subject matter background for elementary and special education teachers.
- B. OPTION of In-depth Area of Study Course Requirements. Students study a subject area within the major in depth and may choose any approved option. A special option, consisting of at least four courses and a minimum of 12 units, in a relevant subject matter area, may be petitioned by the student for consideration. (Integrated option requires a concentration.)

Bachelor of Arts in Liberal Studies

Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings. Note that several GE courses double-count in the major.

Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

Minor Requirements

Single field major, no minor required.

Major Requirements (81-82 units)

In addition, the following courses, or their approved transfer equivalents, are required of all candidates for this degree. Students must select one of the options listed.

All courses in this major must be passed with a grade of "C" or higher.

Courses marked with an asterisk (*) double-count in the Options.

A. AREA I- Language and Literature (12 units)

1. Select one course from the following (3 units)

ANT 312. Language and Culture (3)

ENG 487. Introduction to Second Language Teaching and Learning (3) or

SPA 435. A Sociolinguistic Approach to Mexican American Dialect (3)*

*(Spanish Majors only)

2. Required Courses (9 units)

ENG 305. Critical Reading of Literature (3)

ENG 308. Critical Approaches to Children's Literature (3)

TED 407. Language Learning (3)

B. AREA II - Mathematics and Science (18 units):

BIO 102. General Biology (3)

BIO 103. General Biology Laboratory (1)

MAT 107. Mathematics for Elementary School Teachers: Real Numbers (3)

MAT 207. Mathematics for Elementary School Teachers: Geometry (4) *

PHY 300. Physical Science for Teachers (4)

SMT 416. Earth Science for Teachers (3)

C. AREA III- History and Social Science (12 units)

LBS 205. Child and Adolescent Development (3) or

PSY 350. Child Psychology (3)

GEO 350. World Regional Geography (3)

HIS 120. World Civilizations I (3) or

ANT 102. Ancient Civilizations (3)

LBS 375. The California Experience (3)

D. AREA IV- Visual and Performing Arts (9 units)

1. Select one of the following courses (3 units):

ART 100. Looking at Art (3)

THE 100. Television, Film and Theatre (3)

DAN 130. Dance Perceptions (3)

MUS 101. Introducing Music (3)

2. Select one of the following courses (3 units)*

- ART 301. Arts and Crafts for the non-Major (3)
 DAN 440. Dance for Children (3)
 KIN 447. Dance Education in Elementary School (3)
 MUS 340. Music for Children (3)
 MUS 440. Introduction to Orff Schulwerk (3)
 THE 337. Creative Dramatics (3)
 THE 339. Multicultural Children's Theatre (3)
 *Student must chose a course in a different discipline than four the lower division visual and performing arts course.
 3. Required Course (3 units)
 LBS 405. Engineering and the Arts in the Elementary Classroom (3)

E. AREA V- Professional Development (21 units)

- LBS 203. Introduction to Teaching: Becoming a Transformative Educator (3)
 LBS 301. Schooling in a Multicultural Society (3)
 LBS 302. Responsive Teaching and Classroom Management (3)
 LBS 303. Teaching and Learning in Diverse Classrooms (3)
 LBS 400. Senior Seminar in Liberal Studies (3)
 KIN 425. Physical Education in the Elementary School (3)*
 SPE 480. Educating Exceptional Children and Youth (3)

F. AREA VI - Options of In-Depth Area of Study (12-14 units)

Students must select and complete one of the approved options of in-depth areas of study of a relevant subject area. Each option consists of a minimum of 12-14 units. One course from the Core Requirements may double-count for both the Core and the Option. These courses are indicated with an asterisk (*) in the option course listing. Students wishing to form a special option must complete at least four courses, a minimum of 12 units, and may not double count coursework.

Options

Anthropology Option (12 units)

1. Ethnology: select one of the following courses (3 units):
 ANT 310. Culture and Personality: Psychological Anthropology (3)
 ANT 312. Language and Culture (3) *
 ANT 315. Magic & Religion (3)
 ANT 388. Anthropological Theories of Behavior (3)
 ANT 389. Transmission of Culture (3)
 2. Ethnography: select one of the following courses (3 units):
 ANT 330. North American Indians (3)
 ANT 335. Comparative Cultures (3)
 ANT 341. Folklore (3)
 ANT 370. Peoples of the Old World (3)
 3. Ancient Civilizations and Prehistory: select one of the following courses (3 units):
 ANT 333. Ancient Peoples of Mexico and Guatemala (3)
 ANT 350. Prehistory of Africa and Eurasia (3)
 ANT 351. Prehistory of the Americas (3)

4. Research Methods: select one of the following courses (3 units):
ANT 313. Methods & Techniques of Archaeology (3)
ANT 375. Ethnographic Methods and Techniques (3)

Art Option (12 units)

1. Required course: Select one of the following (3 units):
ART 100. Looking at Art (3) *
2. Select three of the following courses (9 units):
ART 150. Ceramics I (3)
ART 179. Drawing I (3)
ART 180. Painting I (3)
ART 190. Sculpture I (3)

Dance Option (12 units)

- DAN 210. Ballet I (2)
DAN 220. Modern Dance I (2)
DAN 330. Beginning Choreography I (2)
DAN 355. History of Dance (3)
DAN 440. Dance for Children (3) *

Early Teaching and Learning Option (12 units)

- LBS 310. Early Language and Literacy (3)
LBS 330. Bridging Cultures through Literacy and Learning (3)
LBS 340. Early Mathematical Concepts and Reasoning (3)
PSY 350. Child Psychology (3) or
LBS 205. Child and Adolescent Development (3)

English Language and Linguistics Option (12 units)

- ENG 317. Sociolinguistics: Black English (3)
ENG 351. Composition for Elementary School Teachers (3)
ENG 414. American English (3)
ENG 487. Introduction to Second Language Learning and Teaching (3) *

English Literature Option (12 units)

- ENG 305. Critical Reading of Literature (3) *
ENG 306. Backgrounds of Western Literature (3)
ENG 325. Poetry (3)
ENG 341. American Literature: 1865-Present (3)

General Studies Option (18-23 units)

This option is available by consultation with the Department Chair and by petition only. The student and Department Chair will design a course of study with courses that are closely related to form an in depth area of study.

Human Development Option (12 units)

Required Courses (6 units):

PSY 350. Child Psychology (3) *

SOC 322. Social Environment of Education (3)

Select one of the following:

PSY 351. Psychology of Adolescent Experience (3) or

PSY 382. Psychological Development of the Black Child (3)

Select one of the following:

SOC 369. Juvenile Delinquency (3) or

SOC 321. Sociology of Education (3) or

BIO 380. Biology of Childhood and Adolescence (3)

Integrated Option (30 units)

The Integrated Option integrates Liberal Studies subject matter with Teacher Education methods.

*NOTE: The department is currently not accepting students into the Integrated Option. For more information, please contact the Department of Liberal Studies.

Mathematics Option (13 units)

1. Required courses (7 units):

MAT 207. Mathematics for Elementary School Teachers: Geometry (4) *

MAT 153. College Algebra and Trigonometry (4)

2. Select two courses from the following (6 units):

MAT 131. Elementary Statistics and Probability (3)

MAT 141. Computers for the Mathematics Teaching (3)

MAT 143. Problem Solving in Mathematics (3)

NOTE: MAT 171 or any mathematics course used to complete the mathematics major, such as MAT 191 or MAT 193, may be substituted for any of the courses listed in the Mathematics Option above.

Natural Science Option (14 units)

1. Required Courses (8 units):

PHY 300. Physical Science for Teachers (4)*

CHE 102. Chemistry for the Citizen (3)

CHE 103. Chemistry Lab (1)

2. Select one of the following (3 units):

GEO 315. Meteorology (3) or

EAR 100. Physical geology (3)

3. Select one of the following (3 units):

BIO 336. Environmental Biology (3) or

BIO 254. Human Biology (3)

Physical Education Option (12 units)

1. Required upper division courses (8 units):

KIN 305. Motor Learning (3)

KIN 425. Physical Education in the Elementary School (3) *

KIN 426. Directed Teaching in Elementary Physical Education (2)

2. Select two (2) courses from the following (2 units):

KIN 111. Aerobics (1)

KIN 113. Social and Folk Dance (1)

KIN 132. Gymnastics (1)

3. Select two (2) courses from the following (2 units):

KIN 118. Basketball (1)

KIN 150. Soccer (1)

KIN 152. Softball (1)

KIN 164. Volleyball (1)

Spanish Option (12 units)

SPA 280. Grammar for Spanish Composition (3)

SPA 341. Advanced Conversation (3)

SPA 351. Contemporary Hispanic Culture: Spanish-Speaking America (3)

SPA 435. A Sociolinguistic Approach to Mexican American Dialect (3) *

*NOTE: Prerequisite coursework may be required. The Liberal Studies Department advises students to speak to an advisor in the Modern Languages Department to determine Spanish language proficiency to meeting the conversation, writing, and culture requirements of this option. The Modern Languages Department is located in La Corte Hall, room C-310.

Theatre Arts Option (12 units)

1. Required Upper Division Courses (9 units):

THE 320. Speech Skills and Techniques (3)

THE 337. Creative Dramatics (3)*

THE 374. Stage Directing (3)

2. Elective Courses (minimum of 3 units required):

THE 243. Stagecraft (3)

THE 346. Theatre Workshop (3)

THE 355. World Theatre I (3)

THE 357. World Theatre II (3)

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

Lower Division

LBS 203 Introduction to Teaching: Becoming a Transformative Educator (3).

Students will consider the historical and philosophical foundations of educational and state standards that guide effective teaching strategies in this introduction to teaching course. Students will develop the knowledge and dispositions to empower them as reflective, creative, and transformative professionals.

LBS 205 Child and Adolescent Development (3).

Overview of physical, cognitive, social and emotional development from conception through adolescence; Students will explore and reflect on conceptual and theoretical theories and

methods as well as best practices for working with children and families in diverse/pluralistic communities.

Upper Division

LBS 300 Early Fieldwork Experience (3).

Prerequisite: LBS 200. California Commission on Teacher Credentialing Certificate of Clearance, current negative TB documentation and scores for all three sections of the CBEST. Provides Liberal Studies majors with planned, structured field experiences in classrooms at the elementary school level (K-6). A minimum of 30 hours of structured, documented observation/participation in public elementary schools (K-6) is required. CR/NC grading.

LBS 301 Schooling in a Multicultural Society (3).

Prerequisite: LBS 203

Students will explore the themes of social justice education including the complex relationship between education and the multicultural society of the U.S. they will analyze social identities and how discrimination based on these factors translates into school structures, policies, and practices.

LBS 302 Responsive Teaching and Classroom Management (3).

Prerequisite: LBS 301. California Commission on Teacher Credentialing Certificate of Clearance, current negative TB documentation and scores for all three sections of the CBEST. Recommended co-requisite: LBS 303.

Students observe and think critically about culturally and linguistically responsive teaching and learning environments to develop knowledge of teaching and classroom management strategies and create inclusive, productive and well-structured learning environments. Requires 30 hours of observations in a public school.

LBS 303 Teaching and Learning in Diverse Classrooms (3).

Prerequisite: LBS 301. Recommended Co-requisite: LBS 302.

Examine theory, research and practice on teaching and learning in diverse classrooms. Using knowledge of educational research, child and adolescent development, and data on students and their communities, students analyze, design, and differentiate instruction to engage and support all learners.

LBS 310 Early Language and Literacy (3).

Concepts and theories of language development and literacy from birth through age five. Topics include language development, play, emergent literacy, and age appropriate literature. Emphasis is on urban, diverse and inclusive preschool settings; second language learners and exceptional learners.

LBS 330 Bridging Cultures through Literacy and Learning (3).

Cultural dimensions of literacy and language acquisition in early years. Strategies for supporting heritage language, teaching comprehensive family literacy, English language development, and valuing culture in home and school. 10 hours of fieldwork in an urban setting with English learners.

LBS 340 Learning Early Mathematical Concepts and Reasoning (3).

Practice, principles, and strategies in mathematics ages 0-5. Number sense, classification, measurement and geometry, patterning, mathematical reasoning; tools and manipulatives for teaching mathematics and pre-numeracy; planning, teaching, and evaluating a lesson. 10 hours of fieldwork in an urban preschool setting.

LBS 355 Writing in Education (3).

Advanced grammar and composition for students preparing to be elementary school teachers. Focuses on professional writing modes and tasks for educators, including analytical educational writing, literature reviews, case studies, classroom observations, and school communications.

LBS 375 California Experience (3).

Examination of the California experience through three interrelated social science disciplines: history, geography, and government. Specifically focuses upon academic content which prepares students to teach the broad range of K-8 California Content Standards.

LBS 400 Senior Seminar in Liberal Studies (3).

Prerequisite: LBS 300 and senior standing.

Students will investigate key ideas from the California Curriculum Frameworks and Academic Content Standards. They will demonstrate competence in each of the major multiple subject matter content areas by creating a website portfolio, substantiating their learning each area. Students will also demonstrate an understanding of lesson planning and complete 10 hours of observation and participation in an urban school setting.

LBS 405 Engineering and the Arts in the Elementary (3)

Recommended Co-requisite: LBS 400.

Students will build the theoretical background and practical skills needed to design interdisciplinary, problem-based learning lessons with a focus on engineering and the arts. This will include inquiry teaching, STEAM, and the K-8 Standards for Visual and Performing Arts.

LBS 494 Independent Studies in Liberal Studies (1-3).

Prerequisite: Consent of instructor and Liberal Studies Department Chair.

Independent study in a topic related to the Liberal Studies Program.

LBS 495 Special Topics in Liberal Studies (1-3).

Prerequisite: Consent of instructor and Liberal Studies Department Chair.

A course in a topic related to the Liberal Studies Program of special interest to faculty and students for which no current course exists.

LBS 496 Special Fieldwork in Liberal Studies (1-3).

Prerequisite: Consent of instructor and Liberal Studies department Chair.

Fieldwork experience related to the Liberal Studies Program in settings other than public schools. CR/NC grading.

Infrequently Offered Courses

The following courses are scheduled on a "demand" basis. Students should consult the department office for information about the next schedule offering.

LBS 360 Blended Math Methods: Math Content and Pedagogy (5).

Prerequisite: Admittance to the Integrated Option Program.

Designed to develop students' mathematical content knowledge and pedagogical skills necessary for the effective teaching of elementary mathematics in the urban classroom.

LBS 370 Multicultural Studies: Teaching in a Diverse Society (5).

Prerequisite: Admittance to the Integrated Option Program.

Introduces students to the challenges of teaching in urban schools. Topics include multiculturalism, social scientific theory, and educational research regarding the schooling of ethnic and language minority students.

LBS 380 Blended Science Methods: Science Content and Pedagogy (4).

Prerequisite: Admittance to the Integrated Option Program.

Designed to develop students' science content knowledge and pedagogical skills necessary for the effective teaching of elementary science in the urban classroom.

LIBRARY

Faculty

Stephanie Brasley, Dean, University Library

John C. Calhoun, Caroline Coward, Veronica D'Aquino, Wei Ma, Thomas Philo

Department Office: LIB C-532 (310) 243-3700

Emeriti Faculty

E. Kenneth Bennett, Betty J. Blackman, Jeffrey Broude, Elizabeth Dales, Joanna E. Dunklee, Gail F. Hunt, James F. Hunt, Naomi Moy, Sandra Parham

In addition to individual one-on-one instruction in the use of library resources, Library faculty offer both general library use and subject-specific classes day or evening upon faculty request. Sessions may be designed to meet the research requirements of a particular course or to assist with a special library assignment.

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title.

Lower Division

LIB 150 Library Skills and Strategies (2).

Designed to acquaint students with the use of academic libraries. Practical exercises will develop skills for effectively utilizing library resources to fulfill research needs. One hour of lecture and two hours of activity per week.

Upper Division

LIB 495 Special Topics in Library Research (1).

Prerequisite: Consent of instructor.

In-depth study of information retrieval in a particular format or discipline, e.g. government documents, on-line databases, business resources. One hour of lecture per week.

MARITAL AND FAMILY THERAPY
College of Health, Human Services, and Nursing
Division of Human Development

Master of Science

Faculty

Michael G. Laurent, Program Coordinator
Program Office: WH A-320, (310) 243-2032

Program Description

The Master of Science in Marital and Family Therapy (M.F.T.) Program is focused on providing the education required by the Board of Behavioral Sciences for the student to become a registered M.F.T. Intern.

This 2-3 year degree program will complement extensive academic classroom experiences in the study of theories and techniques of marriage, family, and child counseling with practical, supervised traineeship aimed at satisfying 500 or more of the 3,000 hours required prior to eligibility for the licensing examination.

Features

The Master of Science in Marital and Family Therapy at CSU Dominguez Hills is one of only a few publicly supported programs in Southern California offering a complete evening course of study to accommodate those who work during the day.

Academic Advisement

For academic advising, please call (310) 243-3527 for students currently enrolled. For those inquiring about the program, please call (310) 243-2545. All faculty members however, are also available. The coordinator maintains up-to-date information on licensure requirements established by the Board of Behavioral Sciences of the State of California.

Preparation

To qualify for admission to the Marital and Family Therapy Program certain prerequisite courses are required. They include: (1) Research Methods; (2) Abnormal Psychology; (3) Developmental Psychology; (4) Sociology of the Family and (5) a course in Theories of Personality.

Career Possibilities

This program's main function is to meet the educational requirements set by the California Board of Behavioral Sciences to become a Registered Marriage and Family Therapist Intern. Marital and Family Therapist Interns can be hired in the public and private sector including the established Private Practice of a Licensed Marriage and Family Therapist. This includes and is not limited to the following: Hospitals with a mental health division, counseling centers at schools, department of mental health, community counseling centers, non-profit counseling centers, dual diagnosis treatment centers, chemical abuse treatment centers, shelters for domestic violence, youth centers and religiously based counseling centers.

Admissions Requirements

1. In many cases, completion of the Graduate Record Examination General Aptitude Test;
2. Completion of a B.A. degree from an accredited college or university;
3. A grade point average of 3.0 (B) or better in the most recent 60 semester units of upper division course work undertaken as a student;
4. 3 letters of recommendation;

5. An interview with the admission committee.

Those meeting the minimum requirements will be asked to submit written statements about themselves, their backgrounds, interests, and experiences. These statements will be reviewed by an admissions committee, which will then interview qualified candidates.

In addition to the above, if students are admitted into the M.F.T. Program, they will be required to take the Graduation Writing Examination (GWE) and score at least eight, or take one of the undergraduate certifying courses at CSU Dominguez Hills and make at least a grade of "B."

Normally, M.F.T. students will take the exam prior to the end of their first semester (fall semester) in the program. In any case, students must either pass the exam or the course by the end of their first year in the program or be subject to disqualification.

Classified Standing and Conditionally Classified Status

Only students who have met all requirements as noted under "Preparation" for the M.S. in Marital and Family Therapy Program will be considered for admission with Classified Standing. Students who lack any or all of the admission requirements may be considered for admission into the program with Conditionally Classified Standing. This would allow them to enroll in the University to correct their deficiencies, and also permit them to take up to nine semester units of graduate course work which could apply toward their degree if and when Classified Standing has been established. Please note that admission to Conditionally Classified Standing does not assure that a student will achieve Classified Standing in the program.

Requirements for Advancement to Candidacy

Candidacy status denotes successful completion of a significant portion of a student's graduate program (60 semester units). Students take the written comprehensive examination during the last semester of study. Both require a positive review of all graduate work by the coordinator. See the "Graduate Degrees and Postbaccalaureate Studies" section for complete requirements for Advancement to Candidacy.

Master of Science in Marital and Family Therapy (60 units)

The Master of Science in Marital and Family Therapy requires completion of 60 units of course work with a minimum 3.0 grade point average. The unit-load sequence looks like this:

A. Required Courses (44 units)

MFT 500. Introduction to MFT (3)

MFT 560. Family Development Across the Life Span (3)

MFT 565. Assessment in MFT (3)

MFT 566. Psychopathological Issues in MFT (3)

MFT 570. Theories and Techniques of MFT, I (3)

MFT 572. Theories and Techniques of MFT, II (3)

MFT 575. Relationship Therapy: Treatment of Couples and Families (3)

MFT 576. Studies in Human Communication (3)

MFT 578. Child and Adolescent Psychotherapy: Research, Diagnosis and Treatment (3)

MFT 580. Cross-Cultural Family Values & Behavior (3)

MFT 582. Psychopharmacological Issues in MFT (2)

MFT 584. Legal and Ethical Aspects of Counseling (3)

MFT 585. Treatment of Substance Abuse in Families (3)

MFT 586. Current Issues in MFT (3)

MFT 588. Treatment of Trauma in Families (3)

B. Practica (16 units)

MFT 510. Practicum in MFT I: Introductory Therapy Skills (2)

MFT 511. MFT Fieldwork I (2)

MFT 520. Practicum in MFT II: Introduction to Group Therapy (2)

MFT 521. MFT Fieldwork II (2)

MFT 530. Practicum in MFT III: Community Mental Health: Mental Health Disorders and Co-Occurring Disorders (2)

MFT 531. MFT Fieldwork III (2)

MFT 540. Practicum in MFT IV: Advanced Therapy Skills: From Intake to Termination (2)

MFT 541. MFT Fieldwork IV (2)

C. Written comprehensive exam (MFT 599) is taken after advancement to candidacy.

D. Master's Requirement

In addition to the major requirements, students must meet all university requirements for the master's degree, including, but not limited to prerequisites, English and writing examinations, etc. Students should consult the section of the catalog entitled "Requirements for the Master's Degree."

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

Graduate standing and consent of the graduate program coordinator is a prerequisite to enrollment in graduate (500 level) courses.

MFT 500 Introduction to Marital Family Therapy (3).

Corequisite: MFT 570.

Survey course that introduces the student to the field of marital Family Therapy and to prepare students for eventual placement in fieldwork sites. Discussions of the paperwork required for the licensing board, the California state Board of Behavioral Sciences. Educational requirements will include guest speakers who will address and demonstrate various styles of therapy, films that depict various forms of and issues within MFT, and requirements for and during placement, and acquiring skill in Clinical Diagnosis, preparing Genograms, and delivering the Mental Status Exam. 3 hours of classroom experience per week will be required. CR/NC grading.

MFT 510 Practicum in MFT I: Introductory Therapy Skills (2).

Prerequisites: MFT 500, MFT 570, MFT 572, MFT 578, MFT 584.

First of four practica providing instruction and seminar in introductory therapy skills.

MFT 511 Practicum Fieldwork in MFT I (2).

Prerequisites: MFT 500, MFT 570, MFT 572, MFT 584.

First field placement and training experience concurrent with classroom enrollment required. Minimum of 8 hours per week required; additional as hours as placement agency requires. Includes on-site supervision. CR/NC grading.

MFT 520 Practicum in MFT II: Introduction to Group Therapy (2).

Prerequisites: MFT 500, MFT 510, MFT 511, MFT 570, MFT 572, MFT 584.

Second of four consecutive practica providing instruction, seminar, and activity in group process and group psychotherapy.

MFT 521 Practicum Fieldwork in MFT II (2).

Prerequisites: MFT 500, MFT 510, MFT 511, MFT 570, MFT 572, MFT 584.

Field placement and training experience concurrent with classroom enrollment required. Minimum of 8 hours per week required; additional as hours as placement agency requires. Includes on-site supervision. CR/NC grading.

MFT 530 Practicum in MFT III: Community Mental Health: Mental Health Disorders and Co-Occurring Disorders (2).

Prerequisites: MFT 500, MFT 520, MFT 521, MFT 570, MFT 572, MFT 584.

Third of four consecutive practica providing exploration and instruction, seminar, and activity in community mental health and case management skill building.

MFT 531 Practicum Fieldwork in MFT III (2).

Prerequisites: MFT 500, MFT 520, MFT 521, MFT 570, MFT 572, MFT 584, MFT 596.

Field placement and training experience concurrent with classroom enrollment required. Minimum of 8 hours per week required; additional as hours as placement agency requires. Includes on-site supervision. CR/NC grading.

MFT 540 Practicum in MFT IV: Advanced Therapy Skills: From Intake to Termination (2).

Prerequisites: MFT 500, MFT 520, MFT 521, MFT 530, MFT 531, MFT 570, MFT 572, MFT 584.

Fourth of four consecutive practica providing instruction, seminar, and activity in advanced therapy skills.

MFT 541 Practicum Fieldwork in MFT IV (2).

Prerequisites: MFT 500, MFT 520, MFT 521, MFT 530, MFT 531, MFT 570, MFT 572, MFT 584.

Fourth practicum required for program, concurrent with field placement and training experience. 8 hours per week required. CR/NC grading.

MFT 560 Family Development Across the Life Span (3).

Studies of family development and life span development for individuals, families, and couples and how development is affected by Social Economic Status, culture, societal influences and educational level. 3 hours per week.

MFT 565 Assessment in Marital Family Therapy (3).

Prerequisites: MFT 520, MFT 521, MFT 570, MFT 572, MFT 578, MFT 584, PSY 550.

Corequisite: MFT 566.

Study of assessment tests specific to the practice of MFT. Supervised practice in determining which tests are appropriate for MFT and practice in administration, scoring, interpreting, and the reporting of results. Three hours of lecture, demonstration, and practice per week.

MFT 566 Psychopathology in Couples and Families (3).

Prerequisites: MFT 570, MFT 584. Corequisite: MFT 565.

Studies and analysis of human pathology as it affects individual, couple, and family functioning. Development, identification, assessment, diagnosis, and treatment planning and techniques will be explored. Three hours of seminar each week.

MFT 570 Theories and Techniques of Marital Family Therapy I (3).

Corequisite: MFT 500.

Theory, research, and practicum in the general areas of preparation for marriage, sex education, and the role of the child in the family. Knowledge of the theories and skills in counseling evaluated. Three hours of seminar per week.

MFT 572 Theories and Techniques of Marital Family Therapy II (3).

Prerequisite: MFT 570.

Psychotherapeutic techniques in marriage and family counseling applied to treatment of adults and children. Practice in family therapy, crisis counseling, and the various approaches to marital conflict resolution, including premarital and divorce counseling. Counseling skills evaluated. Three hours of seminar per week.

MFT 575 Relationship Therapy: Treatment of Couples and Families (3).

Prerequisites: MFT 520, MFT 521, MFT 572, MFT 570 and MFT 584.

Studies of marriages and families in contemporary American society with discussions of how sociological, psychological, medical, and political perspectives are incorporated into assessment and treatment. Three hours of seminar per week.

MFT 576 Studies in Human Communication (3).

The processes of communication as these apply to both interpersonal and intrapersonal experience. Emphasis on the purposes of communication as well as the forms that are believed to enhance the conduct of counseling and psychotherapy. Exams and/or papers.

MFT 578 Child and Adolescent Psychotherapy: Research, Diagnosis and Treatment (3).

Focus on psychotherapeutic treatment of children and adolescents. Instruction in use of the DSM V for diagnosis. Includes review of research methodology and findings in the field of child and adolescent psychotherapy. Therapeutic skills assessed. Three hours of seminar per week.

MFT 580 Cross-Cultural Family Values and Behavior (3).

Cultural factors affecting human behavior in complex societies. Emphasis upon the cultural behavior of the major ethnic groups in the United States as it relates to family organization and critical life choices.

MFT 582 Psychopharmacological Issues in MFT (2).

Studies of how psychotropic medications affect behavioral and emotional states of individuals and how these changes affect these people's relationships. Development of vocabulary and basic knowledge of medications and how to assess effects and converse with prescribing physicians. Three hours of lecture each week.

MFT 584 Legal and Ethical Aspects of Counseling (3).

Legal and ethical aspects of marriage contracts, adoption, dissolution and separation, confidentiality and privileged communication, research, professional and client interaction, malpractice, court testimony by the professional and the release of information, and professional standards in advertising.

MFT 585 Studies in Treatment of Drug and Alcohol Use, Addiction and Dependence (3).

Prerequisites: MFT 520, MFT 521, MFT 570, MFT 572 and MFT 584.

Studies of the theories of Substance Abuse as they affect and relate to the family system.

Advanced interviewing techniques, assessment procedures, recovery and relapse prevention, and implementation of treatment modalities will be explored. Three hours of seminar each week.

MFT 586 Current Issues in Marital and Family Therapy (3).

Seminar reviewing three areas of study required by the state licensing board: Domestic Violence and Partner Abuse, Sex Therapy, and Aging and Long-Term Care. Application to the practice of MFT, including theoretical application, laws and ethics concerning these areas, and specific treatment modalities. Three hours of seminar per week. Signature of graduate program coordinator required.

MFT 588 Treatment of Trauma in Families (3).

Prerequisites: MFT 570 and MFT 584.

Studies in the treatment of trauma as it impacts the family. Beginning and advanced techniques in assessment, diagnosis, and treatment of child and elder abuse, domestic violence, rape, disaster, crime and other trauma will be explored. Three hours of seminar each week.

MFT 594 Independent Study (3).

Prerequisites: Consent of the instructor and Program Coordinator. Student must have completed at least twelve semester units.

In consultation with a faculty member, the student will investigate in detail current research and scholarship in some area relevant to the field of Marital Family Therapy, or will complete a project involving original and creative research. Content of research will be specific to the program and licensure as an MFT.

MFT 595 Special Topics in Marital and Family Therapy (1-3).

A course designed of special interest topics. Topic of content will vary as announced. Repeatable course.

MFT 596 Practicum in Marital Family Therapy: Generic (3).

Classroom component or practicum for student needed to complete training hours in order to graduate. Discussions of case material, advanced diagnostic procedures, treatment planning, clinical skill development, outcome measurement, and self-evaluation will be included. CR/NC grading.

MFT 597 Directed Reading for MFT Comp Preparation (3).

In consultation with the faculty member, completion of readings to prepare for the comprehensive exam. The course is limited to students who have completed one year of courses. CR/NC grading. Course is repeatable for a total of 6 units.

MFT 599 Comprehensive Examination (1).

Prerequisites: All coursework must be completed except Practica and Practica Fieldwork; the GPA must be 3.0 or better, and MFT 584: Legal and Ethical Aspects of Counseling must be a B or better.

This course provides management and registration for the comprehensive examinations, both written and oral. Students must have completed all coursework before registering for the class, which is required in order to take the comprehensive examinations; all student taking these exams must register for this course. Additionally, this course will provide a wrap-up of the program's main topics to facilitate the consolidation of knowledge. Further, this class will include practice in case presentation. Attendance is optional, but registration is mandatory.

MFT 600 Graduate Continuation Course (0).

Graduate students who have completed their course work but not their thesis, project, or comprehensive examination, or who have other requirements remaining for the completion of their degree, may maintain continuous attendance by enrolling in this course. Signature of graduate program coordinator required.

Infrequently Offered Courses

The following courses are scheduled on a "demand" basis. Students should consult the department office for information about the next schedule offering.

MFT 574 Human Sexual Behavior (3).

Advanced study of the psychological, physiological, and sociological aspects of human sexual behavior, with attention to the origin and treatment of sexual dysfunction in its environmental context. Examinations and/or papers used in evaluation.

MATHEMATICS

**College of Natural and Behavioral Sciences
Department of Mathematics**

Bachelor of Science

Mathematics Option

Mathematics Education Option

Minor

Subject Matter Teaching Preparation

See Mathematics Education Option

Introductory Mathematics: Subject Matter Authorization

Master of Arts in Teaching Mathematics

Middle School Mathematics Option

High School Mathematics Option

Faculty

Matthew Jones, Department Chair

Frederic Brulois, George Jennings, Matthew Jones, Wai Yan Pong, Serban Raianu, Kristen Stagg, Alexander Stanoyevitch, Dana Sylvan

Department Office: NSM A-124, (310) 243-3378

Website: <http://math.csudh.edu>

Center for Science and Mathematics Education

NSM A-115, (310) 243-2203

Emeriti Faculty

Jacqueline Barab, Chi-lung Chang, William Gould, Garry Hart, Jackson Henry, Eunice Krinsky, Frank Miles, John Wilkins

Program Description

Mathematics is about number operations and algebra, motion and change (calculus and differential equations), logical analysis, scientific visualization, structure and geometry, the prediction of random events (probability), the extraction of useful information from large sets of data (statistics), the discovery of the best ways to do things (optimization). It is abstract and theoretical, and intensely down-to-earth and practical, all at the same time.

The mathematics major and minor prepare students for exciting and rewarding work in industry, careers in teaching, and for advanced post-baccalaureate study. Our calculus, differential equations, analysis, and probability and statistics courses enable science students to analyze data and predict outcomes in static and dynamic situations. Our foundations, discrete math and algebra courses give students the tools they need for rigorous logical and structural analysis and a deep conceptual understanding of quantitative situations. Our mathematics education courses prepare students to be outstanding teacher leaders with a deep knowledge of mathematics and the best practices in teaching. Our general education courses give the general student the mathematical background she or he needs to function in life as an educated and informed citizen in an increasingly quantitative and data-driven world.

The Mathematics Department makes every effort to attempt to offer its courses at times that are convenient for students. Courses in the mathematics option of the major are generally offered in the morning. Courses in the mathematics education option of the major are generally offered at night to accommodate the needs of working students.

For additional information, please visit our website <http://math.csudh.edu>.

Academic Advising

Students are welcome to see a math advisor at any time when faculty are available. All full-time math faculty serve as advisors. To schedule an appointment with an advisor, please call the math department office (310) 243-3378 or drop by NSM A-124 during regular business hours. The math department requires majors to meet with an advisor at least once each semester.

Preparation

High School students should complete Algebra II, a year of geometry and trigonometry. A mathematics course should be taken in the senior year. Transfer students should complete three semesters of calculus and one additional course if possible.

Career Opportunities

A degree in mathematics is a key that opens the door to a world of opportunity. Students who major in mathematics are able to pursue a diverse range of careers. They are sought out by profit and non-profit institutions for their ability to use reasoning and logic and for their ability to solve problems. Many are interested in passing their learning on to future generations through teaching. Others seek advanced degrees in mathematics or other sciences and pursue cutting-edge research. Some will pursue degrees in business or economics, where the ability to work with numbers can be a great advantage. Those with mathematical training have gone on to careers as business executives at major software companies, as analysts for stock trading companies, as actuaries and risk management experts for insurance companies and the healthcare industry, as scientists and data analysts in engineering and biotech firms, as software designers and programmers, and a whole host of other careers.

Graduation With Honors

An undergraduate student may graduate with Honors in Mathematics provided that the following criteria are met:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum grade point average of at least 3.5 in all courses used to satisfy the upper division requirements in the major;
3. Recommendation by the faculty of the Mathematics Department.

Bachelor of Science in Mathematics

Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 or a maximum of 132 units.

General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

Minor Requirements

No minor is required.

Major Requirements (59-68 units)

Students must select one of the options listed below. The following courses, or their approved transfer equivalents, are required of all candidates for this degree. All courses used to satisfy this major must be passed with a grade of "C" or better.

Mathematics Option - (59 -63 units)

Single field major - no minor required

A. Lower Division Required Courses (32 units):

CSC 121. Introduction to Computer Science and Programming I (4)

MAT 191. Calculus I (5)

MAT 193. Calculus II (5)

MAT 211. Calculus III (5)

MAT 271. Foundations of Higher Mathematics (3)

PHY 130. General Physics I (5)

PHY 132. General Physics II (5)

B. Recommended Course - optional (0-4 units):

CSC 123. Introduction to Computer Science and Programming II (4)

C. Upper Division Required Courses (18 units):

MAT 321. Probability and Statistics (3)

MAT 331. Linear Algebra (3)

MAT 333. Abstract Algebra (3)

MAT 401. Advanced Analysis I (3)

MAT 403. Advanced Analysis II (3)

MAT 421. Complex Analysis (3)

D. Additional Upper Division Required Course (3 units):

MAT 311. Differential Equations (3) or

MAT 411. Mathematical Modeling (3) or

MAT 460. Graph Theory and Algorithms or

PHY 306. Mathematical Methods in Physics (3) or

PHY 310. Theoretical Mechanics (3) or

PHY 380. An Introduction to Nonlinear Phenomena (3)

E. Additional Required Course (3 units):

MAT 281. Discrete Mathematics (3) or

MAT 367. Numerical Analysis (3)

F. Additional Upper Division Required Course (3 units):

MAT 361. Finite Automata (3) or

MAT 347. Modern Geometry (3) or

MAT 447. Number Theory (3) or

MAT 448. Cryptography (3)

Mathematics Education Option - (68 units)

Single field major - no minor required

This option will satisfy the subject matter preparation necessary for a secondary teaching credential in mathematics. Students do not get "Subject Matter Preparation" on their diplomas; the diploma says "Mathematics Education option".

A. Lower Division Required Courses (40 units):

MAT 131. Elementary Statistics and Probability (3)

MAT 143. Problem Solving in Mathematics (3)

MAT 191. Calculus I (5)

MAT 193. Calculus II (5)

MAT 211. Calculus III (5)

MAT 241. Programming and Technology in Secondary School Mathematics Teaching (3)

MAT 271. Foundations of Higher Mathematics (3)

MAT 281. Discrete Mathematics (3)

PHY 130. General Physics I (5)

PHY 132. General Physics II (5)

B. Upper Division Required Courses (28 units):

MAT 331. Linear Algebra (3)

MAT 333. Abstract Algebra (3)

MAT 347. Modern Geometry (3)

MAT 401. Advanced Analysis I (3)

MAT 411. Mathematical Modeling (3)

MAT 443. History of Mathematics (3)

MAT 447. Number Theory (3)

MAT 489. Fundamental Mathematics and Teaching in Secondary School (4)

MAT 490. Seminar in Mathematics Education (3)

Minor in Mathematics (27 units)

All courses used to satisfy this minor must be passed with a grade of "C" or better.

A. Required Courses (21 units):

MAT 191. Calculus I (5)

MAT 193. Calculus II (5)

MAT 211. Calculus III (5)

MAT 271. Foundations of Higher Mathematics (3)

MAT 331. Linear Algebra (3)

B. Electives: Select two courses from the following (6 units):

MAT 311. Differential Equations (3)

MAT 321. Probability and Statistics (3)

MAT 333. Abstract Algebra (3)

MAT 347. Modern Geometry (3)

MAT 361. Finite Automata (3)

MAT 367. Numerical Analysis I (3)

MAT 401. Advanced Analysis I (3)

MAT 403. Advanced Analysis II (3)
MAT 411. Mathematical Modeling (3)
MAT 413. Partial Differential Equations (3)
MAT 421. Complex Analysis (3)
MAT 447. Number Theory (3)

Introductory Mathematics Subject Matter Authorization (32 units)

Holders of a Single Subject or Multiple Subject credential issued by the California Commission on Teacher Credentialing may secure an Introductory Mathematics Subject Matter Authorization that allows the holder to teach the subject matter content typically included in curriculum guidelines and textbooks approved for study in grades 9 and below. This allows an employer to assign a teacher with an introductory mathematics authorization to teach a class in which the curriculum is for grades 9 and below but the students in the class may be in grades K-12. For other requirements governing issuance of this authorization, consult the Teacher Education section of this catalog or contact the School of Education Student Services Center.

A. A minimum of 32 units is required but must include at least one course in the content areas of algebra, advanced algebra, geometry, probability or statistics, and development of the real number system or introduction to mathematics.

B. The following is an extensive list of courses, and their specific content area, that can be used to satisfy the 32-unit requirement. A Mathematics Department advisor can assist you in preparing your 32-unit coursework plan.

1. Algebra:

MAT 153. Pre-calculus (4)
MAT 307. Foundations of Middle School Math I (3)

2. Advanced Algebra:

MAT 191. Calculus I (5)
MAT 193. Calculus II (5)
MAT 309. Foundations of Middle School Math III (3)

3. Geometry:

MAT 207. Mathematics for Elementary Teacher: Geometry (3)
MAT 308. Foundations of Middle School Math II (3)

4. Probability and Statistics:

MAT 131. Elementary Statistics and Probability (3)

5. Development of the Real Number System or Introduction to Mathematics:

MAT 107. Mathematics for Elementary Teachers: Real Numbers (3) or
MAT 105. Finite Mathematics (3)
MAT 143. Problem Solving in Mathematics (3) and
MAT 141. Computer for Mathematics Teaching (3) or
MAT 241. Programming and Technology in Secondary School Mathematics Teaching (3)
Can be used toward earning the required 32 units once each specific content area has been met.

Master of Arts in Teaching of Mathematics

The Department of Mathematics is currently not accepting students into the Master of Arts in Teaching of Mathematics program. For more information, please contact the Department of Mathematics.

Admission Procedures

Students must submit an application to the University for admission (or readmission) with graduate standing, and official transcripts of all previous college work in accordance with the procedures outlined in the Graduate Admissions section of the University Catalog. If the student is currently enrolled as a post-baccalaureate student, he/she must obtain a Request for Postbaccalaureate/Graduate Change of Objective form from the department office and submit it to the program's Graduate Coordinator.

Admission Requirements

The student will qualify for admission to the program if he/she:

1. has a baccalaureate degree from an accredited university. (See the University Catalog for requirements of graduates of non-accredited institutions.);
2. has completed two years of teaching and is currently teaching mathematics in a California school;
3. a) has a California Single Subject Credential in Mathematics or
b) is eligible for a California Single Subject Credential in Mathematics or
c) has completed a major in mathematics or
d) has completed, with an average grade of "B" or better, 20 semester units in college level mathematics and passed a department administered entrance examination;
4. has submitted three letters of recommendation, including one from the principal at the applicant's school;
5. has completed a successful interview with the program's Graduate Coordinator and representatives from the department's mathematics education faculty;
6. has achieved a TOEFL score of 550 (for those applicants who do not possess a bachelor's degree from a postsecondary institution where English is the principal language of instruction);
7. has a grade point average of at least 2.5 (on a 4.0 scale) in his/her last 60 semester units of upper division course work; lower division courses taken after obtaining the bachelor's degree and extension courses, (except CSU Dominguez Hills upper division resident extension courses or the equivalent on other campuses), will be excluded from the calculation; and
8. is in good standing at the last college attended.

Graduate Standing: Conditionally Classified

To qualify for admission with a graduate degree objective, students must meet the admission requirements for postbaccalaureate unclassified standing as well as any additional requirements of the particular program. Students who apply to a graduate degree program but who do not satisfy all program requirements may be admitted to conditionally classified status. Program coordinators will outline all conditions for attainment of classified status.

Graduate Standing: Classified

Students applying for master's degree programs will be admitted in classified status if they meet all program admission requirements.

Classified standing as a graduate student is granted by the academic unit to which the student is applying. Classified standing is normally granted when all prerequisites have been satisfactorily completed for admission to a master's degree program. Students must have classified standing to qualify for Advancement to Candidacy.

Graduation Writing Assessment Requirement

All graduate students entering the University in the Fall of 1983 or thereafter are required to satisfy the Graduation Writing Assessment requirement (GWAR) in accordance with the

established policies of the university. Students must satisfy the requirements before being Advanced to Candidacy. (See "Graduation Writing Assessment requirement" section of the University Catalog.

Advancement to Candidacy

Advancement to candidacy recognizes that the student has demonstrated the ability to sustain a level of scholarly competency commensurate with successful completion of degree requirements. Upon advancement to candidacy, the student is cleared for the final stages of the graduate program which, in addition to any remaining course work, will include the thesis, project, or comprehensive examination.

Following are the requirements for Advancement to Candidacy:

1. A minimum of 15 resident units
2. Classified standing
3. An approved Program of Study
4. Successful completion of the GVAR
5. A cumulative GPA of 3.0 in all courses taken as a graduate student
6. No grade lower than a "C" in the degree program

Advancement to Candidacy must be certified on the appropriate form to the Graduate Dean by the department prior to the final semester, prior to the semester of the comprehensive exams, and prior to enrolling in thesis or project.

Acceptable Progress and Graduation Requirements

The following are specific graduation requirements which must be met to earn this graduate degree:

1. Completion of a minimum of 30 semester units of approved graduate work within five years. An extension of time may be granted if warranted by individual circumstances and if the outdated work is validated by such means as examination, independent study, continuing education, relevant additional course work, or by such other demonstration of competence and/or currency as deemed acceptable by the Graduate Coordinator and mathematics education faculty. Distribution pattern of the 30 units:
 - a. at least 16 semester units will be completed in residence after admission to graduate standing in the program;
 - b. not more than 4 semester units of Graduate Seminar in Mathematics Education (MAT 590) can be used to meet graduation requirements;
 - c. not more than 9 semester units may have been earned from approved extension and/or transfer course credit; and
 - d. upon approval by the Graduate coordinator and representatives from the mathematics education faculty, courses taken previously may be used to meet the course content requirements if they have been completed within the five years immediately preceding the completion of the requirements of the degree. However, no courses (with the exception of GED 500 - Research Methods in Education) previously used to meet their requirements of another degree may apply toward the required number of 30 semester units of approved graduate work.
2. achievement of a grade point average of 3.0 or better in all courses taken to satisfy the requirements for the degree, except that an approved course in which no letter grade is assigned shall not be used in computing the grade point average;
3. satisfactory completion of the research project, or passing all parts of the comprehensive exam. The subject of the research project will depend upon that which is educationally most appropriate to the student and mathematics education. The research project is equivalent in rigor

to the thesis, will be supervised by a committee of three faculty, and may include an oral defense or presentation as part of the culminating experience;

4. satisfactory completion of the Graduation Writing Assessment Requirement (GWAR); and

5. filing of an application for the award of the Master's degree.

Upon completion of the CSU Dominguez Hills' graduation requirements, award of the graduate degree must be approved by

the program, the school dean, and the faculty of the University.

Degree Requirements (30 -36 units)

The Master of Arts Degree in Mathematics requires completion of 30 units of course work and one of the following:

a. Passing score on a comprehensive written examination. After completion of all course work or during the last semester of course work, the MAT degree candidate may apply to take the comprehensive examination. There is only one retake opportunity.

b. Completion of an approved thesis or creative project (MAT 599 - 6 units). Students must have the approval of a faculty thesis advisor prior to enrolling for thesis credit.

A. Core Courses (21 units):

MAT 500. Mathematics Education Research and Design Statistics (3)

MAT 515. Topics in Advanced Finite Mathematics (3)

MAT 522. Foundations of Algebraic Thinking (3)

MAT 543. Advanced Problem Solving for Teachers (3)

MAT 545. History of Mathematics Education (3)

MAT 557. Research in Mathematics Education I (3)

MAT 559. Research in Mathematics Education II (3)

B. Each student must select one of the options below.

1. Middle School Mathematics Option (9 units):

MAT 501. Foundations of Geometric Thinking (3)

MAT 505. Foundations of Mathematical Structures (3)

MAT 506. Foundations of Rational Numbers (3)

2. High School Mathematics Option (9 units):

MAT 521. Geometry for Teachers (3)

MAT 523. Theory of Functions for Teachers (3)

MAT 525. Algebraic Structures for Teachers (3)

C. Culminating Activity (0-6 units):

MAT 599. Masters Project (6) or
Comprehensive Exam (0)

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

Students need to take the ELM test, or to have an exception from the ELM test prior to enrolling in any mathematics course. The ELM test score will be used to place the students into the proper mathematics course.

Non-Baccalaureate- Early Start*

ESM 3 Early Start Beginning Algebra (3).

Integers, rational and real numbers, basic algebraic expressions, ratio, percent, solutions and graphs of linear equations, inequalities, polynomials, applications. Does not count for Bachelor's degree. CR/NC grading.

ESM 9 Early Start Intermediate Algebra (3).

Prerequisite: MAT 003 or satisfactory score on ELM test.

Polynomials, factoring, rational expressions, quadratic equations, roots, radicals, radical expressions, exponents, logarithms, graphs, applications. Does not count for the Bachelor's degree. CR/NC grading.

ESM 11 Early Start Algebra Review Part 1 (1).

Units of measurement, arithmetic with signed numbers and fractions, word problems, linear equations, applications. Does not count for Bachelor's degree. CR/NC grading.

*NOTE: Early Start Math (ESM) courses are offered summer term only for incoming freshmen. Contact the Office of Admissions and Records for more information.

Non-Baccalaureate

MAT 003 Beginning Algebra (3).

Integers, rational and real numbers, basic algebraic expressions, ratio, percent, solutions and graphs of linear equations, inequalities, polynomials, applications. Does not count for Bachelor's degree. CR/NC grading.

MAT 009 Intermediate Algebra (3).

Prerequisite: MAT 003 or satisfactory score on ELM test.

Polynomials, factoring, rational expressions, quadratic equations, roots, radicals, radical expressions, exponents, logarithms, graphs, applications. Does not count for the Bachelor's degree. CR/NC grading.

MAT 095 Special Topics in Mathematics (3).

A course in a topic of special interest to both faculty and students for which no current course exists. Topic will be announced in schedule of classes. Repeatable for credit. CR/NC grading

Lower Division

MAT 105 Finite Mathematics (3).

Prerequisite: Fulfillment of ELM requirement.

Mathematics of finance, combinatorics, probability, statistical measures of central tendency and dispersion, problem solving and mathematical reasoning, and additional topical selected by instructor e.g. linear programming, statistics, graph theory, game theory. A-C/NC grading. Satisfies the General Education Quantitative Reasoning Requirement.

MAT 107 Mathematics for Elementary School Teachers: Real Numbers (3).

Prerequisite: Fulfillment of ELM requirement.

Sets and set theoretic operations as related to counting numbers and rational numbers and arithmetic operations. Real number system and its origins, development, structure and use. Special emphasis on problem solving, and the development and application of algorithms. Does not satisfy General Education Quantitative Reasoning Requirement.

MAT 131 Elementary Statistics and Probability (3).

Prerequisite: Fulfillment of ELM requirement.

A practical course in probability and statistics including such topics as the binomial and normal distributions, confidence intervals, t, F, and chi-square tests, linear regression and correlation, and conditional probability. Satisfies the General Education Quantitative Reasoning Requirement.

MAT 143 Problem Solving in Mathematics (3).

Prerequisite: Fulfillment of the ELM requirement.

Objective is to increase students abilities to use knowledge and experience when encountering new and unexpected situations. Develop higher level thinking skills, learn to formulate, analyze, and model problems. Choosing relevant information, making conjectures, devising plans and testing solutions. A-C/NC grading. Does not satisfy General Education Quantitative Reasoning Requirement.

MAT 153 Pre-calculus (4).

Prerequisites: MAT 009 or equivalent.

Topics include functions and their graphs; systems of linear and quadratic equations; ratios, proportion, variation; sequences; mathematical induction; the binomial theorem; complex numbers; theory of equations and trigonometry. Satisfies the General Education Quantitative Reasoning Requirement.

MAT 171 Survey of Calculus for Management and Life Sciences (4).

Prerequisite: Fulfillment of ELM requirement.

Not available for credit to students who have credit in MAT 191 or its equivalent or courses which have MAT 191 as a prerequisite. Functions, linear equations, the derivative and its applications, the integral and its applications, and partial derivatives. Satisfies the General Education Quantitative Reasoning Requirement.

MAT 191 Calculus I (5).

Prerequisite: MAT 153 or equivalent with a grade of "C" or better and fulfillment of ELM requirement.

Limits, continuity, derivatives, differentiation formulas, applications of derivatives, introduction to integration, Fundamental Theorem of Calculus, application of integration. Satisfies the General Education Quantitative Reasoning Requirement.

MAT 193 Calculus II (5).

Prerequisite: MAT 191 or equivalent with a grade of "C" or better.

Differentiation and integration of transcendental function. Techniques and applications of integration. Polar coordinates. Infinite sequences and series, power series, convergence. Satisfies the General Education Quantitative Reasoning Requirement.

MAT 195 Selected Topics in Mathematics (1-4).

Introductory course of special interest in Mathematics for entry level students. Topic and content will vary. See class schedule for current topic.

MAT 207 Mathematics for Elementary School Teachers: Geometry & Statistics (4).

Prerequisite: Satisfaction of ELM required.

Primarily for prospective elementary school teachers. Geometry from an intuitive problem solving standpoint. Constructions, symmetry, translations, rotations, patterns, area, volume, and the metric system. Topics from graph theory and topology. Two hours of lecture and two hours of activity per week. Does not satisfy General Education Quantitative Reasoning Requirement.

MAT 211 Calculus III (5).

Prerequisite: MAT 193 or equivalent with a grade of "C" or better.

Multivariable calculus: analytic geometry, scalar and vector products, partial differentiation, multiple integration, change of coordinates, gradient, optimization, line integrals, Green's Theorem, elements of vector calculus.

MAT 241 Programming and Technology for Teaching Secondary School Mathematics (3).

Prerequisite: MAT 193 or equivalent with a grade of "C" or better.

Introduction to application software appropriate for the teaching of secondary school mathematics. The programs include spreadsheet, geometric modeling, and statistics modeling. Writing simple programs for graphing calculators to demonstrate and solve mathematical problems.

MAT 271 Foundations of Higher Mathematics (3).

Prerequisite: MAT 191 with grade of "C" or better.

Topics include logic, methods of mathematical proof, set theory, relations and functions.

Introduction to complex numbers and proof strategies using ideas of vector algebra. Meant to prepare students for mathematics program as well as concepts of computer science.

MAT 281 Discrete Mathematics (3).

Prerequisite: MAT 153, and CSC 121 or MAT 241 or CSC 111 or equivalent with grade of "C" or better.

Matrix algebra, graph theory, trees, combinatorics, Boolean algebra; with applications to computers and computer programming.

MAT 295 Selected Topics in Mathematics (1-4).

Prerequisites: MAT 193 and consent of instructor.

A course in a topic of special interest to both faculty and students for which no current course exists. Topic will be announced in schedule of classes. Repeatable for credit. One to four hours of lecture per week.

MAT 297 Independent Study (1-4).

Prerequisites: MAT 193, consent of instructor and consent of department chair.

A reading program of selected topics not covered by regularly offered courses conducted under the supervision of a faculty member.

Upper Division

MAT 307 Foundations of Middle School Mathematics I (3).

Prerequisites: MAT 143 and MAT 153 with a grade of C or better.

Foundations of Mathematics related to the middle school curriculum. Course 1 includes the following topics: reasoning with numbers, basic number proofs, understanding exponents, proportional reasoning, rates, linear functions, method of finite differences, and the theory and application of these topics.

MAT 308 Foundations of Middle School Mathematics II (3).

Prerequisites: MAT 143 and MAT 153 and grade of C or better

Foundations of Mathematics related to the middle school curriculum. Course 2 includes the following topics: basic Euclidean facts, algebra-geometry connections, volume and surface area formulas, similarity, congruence, and scale factors, and the theory and application underlying these topics.

MAT 309 Foundations of Middle School Mathematics III (3).

Prerequisites: MAT 143, MAT 153, MAT 307 with grade of C or better.

Foundations of Mathematics related to the middle school curriculum. Course 3 includes the following topics: concepts of functions, inverse functions, properties of rational, trigonometric and exponential functions and fundamental concepts in Calculus.

MAT 311 Differential Equations (3).

Prerequisite: MAT 211 and MAT 271 with a grades of "C" or better.

Topics covered include first and second order linear equations including existence and uniqueness theorems, series solutions; nonlinear equations; systems of linear equations. Other topics may include the Laplace transform, qualitative theory.

MAT 321 Probability and Statistics (3).

Prerequisite: MAT 193 and MAT 271 or equivalent with grade "C" or better.

A calculus based survey of topics in probability and statistics emphasizing applications.

MAT 331 Linear Algebra (3).

Prerequisite: MAT 271 or equivalent with a grade of "C" or better.

Linear equations, vector spaces, matrices, linear transformations, determinants, eigenvalues, eigenvectors, etc.

MAT 333 Abstract Algebra (3).

Prerequisite: MAT 271 or equivalent with a grade of "C" or better.

The theory of groups, rings, ideals, integral domains, fields and related results.

MAT 347 Modern Geometry (3).

Prerequisite: MAT 271 or equivalent with a grade of "C" or better.

Topics in synthetic and analytic geometry; transformations, similarity, congruence, distance, angles, constructions; introduction to projective and/or non-Euclidean geometry.

MAT 361 Finite Automata (3).

Prerequisite: MAT 281 or equivalent with a grade of "C" or better.

Study of the abstract formalization of digital computers. Applications to computation theory and formal linguistics.

MAT 367 Numerical Analysis I (3).

Prerequisites: Experience in BASIC, FORTRAN or Pascal and MAT 211 or equivalent with a grade of "C" or better.

Approximation of roots of functions, interpolation formulas, numerical solutions of systems of equations, numerical differentiation and integration, numerical solutions to ordinary differential equations.

MAT 395 Selected Topics in Mathematics (1-4).

Prerequisites: MAT 211 and consent of instructor.

A course in a topic of special interest to both faculty and students for which no current course exists. Topic will be announced in schedule of classes. Repeatable for credit. One to four hours of lecture per week.

MAT 401 Advanced Analysis I (3).

Prerequisites: MAT 211 and MAT 271, or equivalent with a grade of "C" or better.

Elements of set theory, numerical sequences and series, continuity and differentiability of functions of one and several variables.

MAT 403 Advanced Analysis II (3).

Prerequisite: MAT 401 or equivalent with a grade of "C" or better.

Integration of functions of one and several variables, sequences and series of functions, uniform convergence, power series, differentiation of functions of several variables.

MAT 411 Mathematical Modeling (3).

Prerequisite: MAT 211, MAT 241, and MAT 271 or CSC 121 or CSC 111.

Flexible course content depending on interest of instructor and students. Possible topics are: epidemic and predator-prey models from differential equations; linear programming models; Arrow's theorem; and probability models.

MAT 413 An Introduction to Partial Differential Equations (3).

Prerequisites: MAT 311 with a grade of "C" or better is required; MAT 213 is recommended. Solutions to partial differential equations by separation of variables and Fourier series. Applications to heat flow and diffusion, wave motion, and potentials. Some discussion of existence and uniqueness of solutions.

MAT 421 Complex Analysis (3).

Prerequisites: MAT 211 and MAT 271 with a grade of "C" or better. MAT 331 and MAT 401 (may be taken concurrently) are recommended.

Complex numbers; point sets, sequences and mappings; analytic functions; elementary functions; integration; power series; the calculus of residues; and applications.

MAT 443 History of Mathematics (3).

Prerequisite: MAT 193 with a grade of "C" or better.

Traces the growth and development of mathematics from primitive origins to present, uses methods and concepts of mathematics to present the topics.

MAT 447 Number Theory (3).

Prerequisite: MAT 271 with a grade of "C" or better.

Divisibility, congruencies, prime number theory, Diophantine Equations, and other topics from elementary number theory.

MAT 448 Cryptography (3).

Prerequisites: MAT 271 with a grade of "C" or better. CSC 115 or CSC 121 with a grade of "C" or better are recommended.

Congruencies and number theory, history and early cryptosystems, cryptographic data structures, public key cryptography, additional cryptosystems such as DES, AES, and elliptic curve cryptography. Computer implementations will also be covered, as will any needed additional mathematical topics (e.g., finite fields).

MAT 460 Graph Theory and Algorithms (3).

Prerequisites: MAT 211, MAT 271, and MAT 241 or CSC 121 or CSC 115, or equivalent with a grade of "C" or better. MAT 281 with a grade of "C" or better is recommended.

Graphs, digraphs, multigraphs, graph modeling, degrees and degree sequences, subgraphs, isomorphisms of graphs, and digraphs, distance concepts and applications, trees, and tree algorithms, Hamiltonian and Eulerian graphs. The viewpoints will be conceptual, theoretical, and algorithmic.

MAT 489 Fundamental Mathematics and Teaching in Secondary Schools (4).

Prerequisite: 9 units of 300/400-level mathematics with a grade of "C" or better; In order to begin the hours for fieldwork in this course, you will need a valid Certificate of Clearance (fingerprints) and proof of a negative TB (within 4 months of the fieldwork course beginning). For information on submitting these documents, contact the Center for Teaching Careers.

Synthesis and analysis of secondary mathematics and its teaching. Emphasis will be placed on algebraic thinking and its teaching in high school. Forty hours of secondary classroom observations will be a required activity in this course. A Certificate of Clearance is required.

MAT 490 Seminar in Mathematics Education (3).

Prerequisite: 9 units of 300/400 mathematics courses with a grade of "C" or better.

The synthesis and analysis of the secondary mathematics curriculum from an advanced standpoint. Emphasis will be on the integration of problem solving, investigations, reasoning, and communication as recommended in state and national standards.

MAT 495 Selected Topics in Mathematics (1-4).

Prerequisites: Consent of instructor and MAT 271.

A course in a topic of special interest to both faculty and students for which no current course exists. Topic will be announced in schedule of classes. Repeatable for credit. One to four hours of lecture per week.

MAT 497 Independent Study (1-4).

Prerequisites: MAT 211, consent of instructor and consent of department chair.

A reading program of selected topics not covered by regularly offered courses conducted under the supervision of a faculty member.

Graduate

Graduate standing and consent of the graduate program coordinator is prerequisite to enrollment in graduate (500 level) courses.

MAT 500 Mathematics Education Research Design and Statistics (3).

Prerequisites: Students must have graduate standing and must have completed one year of full time secondary mathematics teaching.

Includes topics such as normal distribution, confidence intervals, t, F, chi-squared tests, linear regression, and correlation. These topics are presented in the context of mathematics education research in typical classrooms.

MAT 501 Foundations of Geometric Thinking (3).

Prerequisites: MAT 543 or concurrent enrollment. Students must have graduate standing and must have completed one year of full time secondary mathematics teaching.

Research on Various topics in geometry. Focus on developing notions of rigorous proof and grade-appropriate explanations. Topics are chosen from the Geometry areas and standards emphasized in K-12.

MAT 505 Foundations of Mathematical Structures (3).

Prerequisites: MAT 543 or concurrent enrollment. Students must have graduate standing and must have completed one year of full time secondary mathematics teaching.

Topics include the algebraic properties of sets and operations applied to classical number systems, equivalence, modular arithmetic, Diophantine equations, decomposition of natural numbers, special families of natural numbers, current research on understanding and learning these topics.

MAT 506 Foundations of Rational Numbers (3).

Prerequisites: MAT 543 or concurrent enrollment. Students must have graduate standing and must have completed one year of full time secondary mathematics teaching.

Covers theory and applications of Rational numbers. Focus on number systems, representation of numbers, equivalence classes, rationality and irrationality, properties of the rational numbers system, central ideas of proportional reasoning, and developing intuitive models of standard rules and algorithms.

MAT 515 Topics in Advanced Finite Mathematics (3).

Prerequisites: Possession of a baccalaureate degree and one year of full-time secondary mathematics teaching.

Topics from areas of Modern Mathematics which relate to the high school mathematics curriculum such as: algorithms, graph theory, coding theory, game theory, finite probability theory, difference equations, voting, recursion.

MAT 521 Geometry for Teachers (3).

Prerequisites: MAT 543, graduate standing and one year of full time secondary mathematics teaching.

Topics from Geometry including: points and lines in a triangle, properties of circles, collinearity, concurrence, transformations, arithmetic and geometric means, isoperimetric theorems, reflection principle.

MAT 522 Foundations of Algebraic Thinking (3).

Prerequisites: Students must have graduate standing and must have completed one year of full time secondary mathematics teaching.

Patterns, functions, and multiple representations; independent and dependent variables; discrete and continuous functions; linear and nonlinear relationships in context; connections to arithmetic operations; algebraic expressions and equations. Examines current research on the understanding and learning of these topics.

MAT 523 Theory of Functions for Teachers (3).

Prerequisites: MAT 543, graduate standing and one year of full time secondary mathematics teaching.

Topics from Function Theory including: mathematical models, linear functions, non-linear functions, transformations, limits, continuity, functions of several variables.

MAT 525 Algebraic Structures for Teachers (3).

Prerequisites: MAT 543, graduate standing and one year of full time secondary mathematics teaching.

Topics relating to the high school Algebra curriculum from an advanced standpoint including algorithms, fields, polynomials, groups, fields, and rings.

MAT 543 Advanced Problem Solving for Teachers (3).

Problem solving using non-routine strategies. Problems to be representative of several branches of mathematics and mathematically based disciplines.

MAT 545 History of Mathematics Education (3).

Prerequisites: Graduate standing and one year of full time secondary teaching.

Traces the development of the mathematics curriculum K-12 in the United States and internationally, concentrating both on content taught at different stages and the teaching methods employed. Reviews the various mathematics reform efforts over the past 170 years.

MAT 557 Research in Mathematics Education I (3).

Prerequisites: MAT 500 and 15 units of program.

Overview of the current research literature pertaining to mathematics education in elementary and secondary schools. Topics such as mathematical reasoning, communication, problem solving, algebra, and geometry will be discussed and analyzed.

MAT 559 Research in Mathematics Education II (3).

Prerequisite: MAT 557.

Overview of the current research literature pertaining to mathematics education in elementary and secondary schools. Topics such as mathematical reasoning, communication, problem solving, algebra, and geometry will be discussed and analyzed.

MAT 590 Graduate Seminar in Mathematics Education (1-4).

Prerequisites: Possession of a baccalaureate degree and one year of full-time secondary mathematics teaching.

Presentation and discussion of selected topics in Mathematics Education. Repeatable course.

MAT 594 Independent Study (1-4).

Prerequisites: Consent of instructor and department chair.

In consultation with a faculty member, the student will investigate in detail current scholarship in some area. Repeatable course.

MAT 595 Selected Topics (1-4).

An intensive study of selected issues in mathematics education. Repeatable course.

MAT 597 Directed Reading (1-4).

Prerequisites: Consent of instructor and department chair.

Extensive reading in selected areas under the guidance of faculty mentor. Repeatable course.

MAT 598 Directed Research (1-4).

Prerequisite: Classified graduate standing.

Students will design and conduct research projects under the direct supervision of the instructor. Repeatable course.

MAT 599 Masters Project (6).

Prerequisite: Advancement to Candidacy.

Completion of classroom based project under the guidance of faculty advisor. The culminating learning experience of the program which emphasizes the application of the mathematics education curriculum in the classroom.

MAT 600 Graduate Continuation Course (0).

Graduate students who have completed their course work but not their thesis, project, or comprehensive examination, or who have other requirements remaining for the completion of their degree, may maintain continuous attendance by enrolling in this course. Signature of graduate program coordinator required.

Infrequently Offered Courses

The following courses are scheduled on a "demand" basis. Students should consult the department office for information about the next schedule offering.

MAT 011 Algebra Review Part 1 (1).

Units of measurement, arithmetic with signed numbers and fractions, word problems, linear equations, and applications. Does not count for Bachelor's degree. CR/NC grading.

MAT 012 Algebra Review Part 2 (1).

Prerequisite: MAT 011.

Percent, ratio and proportion, equations of lines, inequalities, graphs, word problems, applications. Does not count for Bachelor's degree. CR/NC grading.

MAT 013 Algebra Review Part 3 (1).

Prerequisite: MAT 012.

Systems of linear equations, multiplying and dividing polynomials, solving simple polynomial and rational equations, rate, direct and indirect variation, word problems, applications. Does not count for Bachelor's degree. CR/NC grading.

MAT 014 Algebra Review Part 4 (1).

Prerequisite: MAT 013.

Quadratic formula, solving quadratic equations, graphs, brief and practical introduction to logarithms and exponential functions, word problems, applications. Satisfies ELM requirement. Does not count for Bachelor's degree. CR/NC grading.

MAT 015 Algebra and Geometry Review Part 5 (1).

Prerequisite: MAT 014.

Flexible course covering topics in intermediate algebra and geometry beyond those that are covered in the basic remedial MAT 011-014 sequence. Aimed at preparing students for more technical university level math and science courses (e.g. Pre-calculus). Does not count for the Bachelor's degree. CR/NC grading.

MAT 016 Algebra and Geometry Review Part 6 (1).

Prerequisite: MAT 015.

Sequel to Mat 015. Flexible course covering topics in intermediate algebra and geometry beyond those that are covered in the basic remedial MAT 011-014 sequence. Aimed at preparing students for more technical university level math and science courses (e.g. Pre-calculus). Does not count for the Bachelor's degree. CR/NC grading.

MAT 141 Computers for Mathematics Teaching (3).

Prerequisite: Fulfillment of the ELM requirement.

Introduction to computers for teachers of mathematics. Topics include flowcharting, programming in LOGO on microcomputers. Applications of computers to problem solving, statistics, and other areas of mathematics relevant to teachers of mathematics. Applications packages, CAI and social issues are studied. A-C/NC grading. Does not satisfy General Education Quantitative Reasoning Requirement.

MAT 213 Calculus IV (4).

Prerequisite: MAT 211 or equivalent with a grade of "C" or better.

Topics covered include vector calculus, line and surface integrals, and the theorems of Green, Gauss, and Stokes.

MAT 337 Mathematical Logic (3).

Prerequisite: MAT 191 or equivalent with a grade of "C" or better.

Topics covered include propositional calculus, classical and intuitionistic; completeness and consistency theorems; first order predicate calculus with equality; axiomatic arithmetic; Godel's Incompleteness Theorem.

MAT 351 Probability Theory (3).

Prerequisite: MAT 193 or equivalent with a grade of "C" or better.

Probability as a mathematical system, set theory, conditional probability and independent events, random variables, distribution and density functions, covariance and correlation, limit theorems, convolutions, computer generation of random numbers.

MAT 353 Stochastic Processes (3).

Prerequisite: MAT 351 or equivalent with a grade of "C" or better.

A selection from among several topics, including Markov chains; Markov processes; queuing, branching, Poisson, and Gaussian processes; stationary processes.

MAT 369 Numerical Analysis II (3).

Prerequisite: MAT 367 or equivalent with a grade of "C" or better.

A continuation of MAT 367, including approximation of eigenvalues and eigenvectors, approximation by splines, numerical solutions of parabolic, elliptic, and hyperbolic partial differential equations.

MAT 451 Mathematical Statistics (3).

Prerequisite: MAT 351 or equivalent with a grade of "C" or better.

Sums of independent random variables; functions of random variables; chi-square, F, and t distributions; estimation of parameters; maximum-likelihood, unbiased, consistent, minimum-variance, and minimum-mean-square error estimators; confidence intervals; central limit theorem.

MAT 517 Fractals for Teachers (3).

Prerequisites: Possession of a baccalaureate degree and one year of full-time secondary mathematics teaching.

Topics from Fractal and Chaos Theory including: the Cantor Set, Koch Curve, Julia Sets, space filling curves, Brownian motion and Chaotic behavior. Selections to relate to the high school mathematics curriculum.

MAT 555 Research in Mathematics Education (3).

Prerequisites: GED 500 and consent of program.

Integrates previous work and experience by emphasizing the application of theoretical models and research designs to the field of mathematics education. Special emphasis will be given to analyzing, organizing, and evaluating findings, and communicating the results.

MILITARY SCIENCE

College of Business Administration and Public Policy

Military Science Program

Faculty

Richard Bisnar, Program Coordinator

Lieutenant Colonel Justin Chezem, Master Sergeant David Phillips, Sergeant First Class Jovanny Jones, Major Stephenson, Debra McCall

Program Office: SCC 1306

(916) 386-6508

Program Description

The Military Science program provides professional training for students leading to a commission, upon graduation in the Active Army, Army Reserve or the Army National Guard. Through the Army Reserve Officers' Training Corps Program (AROTC), scholarship students receive full tuition and books. Scholarships are available in all majors. Scholarships are also available for Guaranteed Reserve Forces Duty. Military Science instruction is focused on hands-on leadership development and the practical application of military skills needed to produce America's future leaders. Additionally, military science courses count towards the 120 unit minimum required for the baccalaureate degree. MSL 101 and MSL 102 are open to students who are not enrolled in the program, but have an interest in leadership, management, military history or military training. Enrollment in the AROTC program is open to all qualified full-time students.

Scholarship Program

All Army scholarships are merit based and are not dependent on individual financial need. Scholarships are available for both Active Duty and Guaranteed Reserve Forces Duty. Scholarships are awarded on a competitive basis to qualified applications for two-, three-, or four-year periods depending on the applicant's academic level and program of study. Scholarship cadets receive full tuition benefits, a \$1,200 annual book allowance, and a monthly allowance as detailed below.

Enrolled Cadets

Contracted cadets can receive a monthly allowance of up to \$500 per month. Contracted scholarship cadets receive an annual \$1,200 book allowance. All enrolled scholarship and non-scholarship cadets receive uniforms and military science textbooks from the program.

Four-Year Program

The four-year military science curriculum is designed to be part of the student's undergraduate degree program. During the freshman and sophomore years, students receive introductory instruction in the theory of warfare, military history, military leadership and basic military skills. Cadets participate during their junior and senior years in a professional development program with instruction in leadership, management, military justice and advanced military skills.

Three-Year Program

The three-year program is available to qualified sophomore undergraduate students. Students may compress the first two years of the ROTC program by attending two ROTC classes per semester during their sophomore year. Scholarships are available, on a competitive basis, for students with three years remaining toward the completion of their undergraduate degree.

Transfer students who meet the same criteria are also eligible for scholarships. Upon acceptance, student then follow the military science program described for the four-year program.

Two-Year Program

The two-year program is available to qualified junior and senior undergraduate students and graduate students who have two years of academic work remaining. Veterans who have achieved junior academic status and meet enrollment criteria are also eligible for this program. Students may receive credit for the first two years of the ROTC program by attending the ROTC Leaders Training Course or by previous junior ROTC participation. Active duty, Army Reserve and Army National Guard scholarships are available, on a competitive basis, for students with two years remaining toward completion of their undergraduate degrees. Transfer students who meet the same criteria are also eligible for scholarships. Upon acceptance, students then follow the military science program described for junior and senior cadets in the four-year program.

Field Training

Several military training programs are available to qualified cadets. A five-week paid Leaders Training Course at Fort Knox, Kentucky, qualifies students for the two-year program. All cadets attend a 30-day paid Leadership Development Assessment Course at Fort Lewis, Washington, after their junior year. This course provides practical application of advanced military and leadership skills required for commissioning.

Adventure Training

Qualified candidates may also receive training in Airborne school (parachuting), Air Assault school (rappelling from helicopters), Cadet Troop Leadership Training (training in Army units around the world) and in Drill Cadet Leadership Training (Training and working with Drill Sergeants).

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

MSL 101 Foundations of Officership (1).

Recommended co-requisite: MSL 103.

Introduces students to issues and competencies that are central to a commissioned officer's responsibilities. Establishes framework for understanding officership, leadership, and followed army values including "life skills" such as physical fitness and time management.

MSL 102 Basic Leadership (1).

Recommended co-requisite: MSL 104.

Establishes foundation of basic leadership fundamentals such as problem solving, communications, goal setting, techniques for improving listening and speaking skills, briefings and effective writing and an introduction to effective counseling.

MSL 103 Military Science and Leadership Lab for MSL 101 (1).

Co-requisite: MSL 101.

Course is designed to assist students with no military background. The student will be a member of a squad and receive instruction on small unit tactics, army values, army leadership techniques and selected critical individual military skills. Lab is encouraged by optional unless contracted.

CR/NC grading.

MSL 104 Military Science and Leadership Lab for MSL 102 (1).

Co-requisite: MSL 102.

Course is designed to assist students with no military background. The student will be a member of a squad and receive instruction on small unit tactics, army values, army leadership techniques and selected critical individual military skills. Lab is encouraged but not required unless contracted. CR/NC grading.

MSL 201 Individual Leadership Studies (2).

Recommended prerequisite: MSL 102. Recommended co-requisite: MSL 203.

Students identify successful characteristics through the observation of others and through experimental learning exercises. Students record observed traits (good and bad) in a dimensional learning journal and discuss the observations in a small group setting.

MSL 202 Leadership and Teamwork (2).

Recommended prerequisite: MSL 201. Recommended co-requisite: MSL 203.

Students identify successful characteristics through the observation of others and through experimental learning exercises. Students record observed traits (good and bad) in a dimensional learning journal and discuss the observations in a small group setting.

MSL 203 Military Science and Leadership Lab for MSL 201 (1).

Recommended prerequisite: MSL 102, MSL 104. Recommended co-requisite: MSL 201.

Students will transition into becoming a small group leader and will perform duties of military fire team leader and squad leader. Cadet will learn army values, leadership techniques and selected individual military skills. Lab is encouraged but not required unless contracted. CR/NC grading.

MSL 204 Military Science and Leadership Lab for MSL 202 (1).

Recommended prerequisite: MSL 101, MSL 103. Co-requisite: MSL 202.

Students will perform duties of military fire team leader and squad leader. Cadet will learn army values, leadership techniques and selected individual military skills. Students will be assessed for leadership performance. Lab is encouraged but not required unless contracted. CR/NC grading.

MSL 301 Leadership and Problem Solving (3).

Prerequisites: MSL 202 and MSL 204 or consent of instructor. Co-requisite: MSL 303.

Students conduct self-assessment of their leadership style, develop personal fitness programs and learn how to plan and conduct small unit training while testing their reasoning and problem solving techniques. Students receive direct feedback on their leadership skills.

MSL 302 Leadership and Ethics (3).

Prerequisites: MSL 301 and MSL 303. Co-requisite: MSL 304.

Examines the role communications, values, and ethics play in effective leadership. Topics include ethical decision-making, consideration of others, spirituality in the military, and survey Army leadership doctrine. Emphasis on improving oral and written communication abilities.

MSL 303 Military Science and Leadership Lab for MSL 301 (1).

Prerequisites: MSL 202 and MSL 204, or consent of instructor. Co-requisite: MSL 301.

Course teaches leadership skills, counseling, oral and written communications, supervision, and preparation and conduct of training. CR/NC grading.

MSL 304 Military Science and Leadership Lab for MSL 302 (1).

Prerequisites: MSL 301 and MSL 303. Co-requisite: MSL 302.

Students serve in various leadership positions including squad, platoon and company levels. Responsible for developing and executing unit plans and orders; training other students, executing small unit tactics and preparing for Advanced Camp Training/Evaluation. CR/NC grading.

MSL 401 Leadership Management (3).

Prerequisites: MSL 302 and MSL 304. Co-requisite: MSL 403.

Develops the students' proficiency in planning and executing complex operations, functioning as a member of a staff and mentoring subordinates. Students explore training management, methods of effective staff collaborations and developmental counseling techniques.

MSL 402 Officership (3).

Prerequisites: MSL 401 and MSL 403. Co-requisite: MSL 404.

Study includes case study analysis of military law and practical exercises on establishing an ethical command climate. Students must complete a semester long leadership project that requires them to plan, organize, collaborate, analyze and demonstrate their leadership skills.

MSL 403 Military Science and Leadership Lab for MSL 401 (1).

Prerequisites: MSL 302 and MSL 304. Co-requisite: MSL 401.

Accepted as a cadet in the ROTC program, cadet will serve in leadership positions at the platoon, company and battalion levels. Responsible for planning, execution, and evaluation of ROTC training activities. Cadet will also serve as mentor for junior cadets. CR/NC grading.

MSL 404 Military Science and Leadership Lab for MSL 402 (1).

Prerequisites: MSL 401 and MSL 403. Co-requisite: MSL 402.

Accepted as a cadet in the ROTC program, cadet will serve in leadership positions at the platoon, company and battalion levels. Responsible for planning and evaluation of ROTC training activities. Cadet will serve as mentor for junior cadets. Upon completion of course, the cadets will be prepared to serve as commissioned officers. CR/NC grading.

MSL 411 United States Military History (3).

Study of the American military establishment and the art of war with emphasis placed on the changing nature of warfare in the face of social, economic, and technological developments.

MODERN LANGUAGES

College of Arts and Humanities

Department of Modern Languages

Faculty

Ivonne Heinze-Balcazar, Department Chair

Miguel Domínguez, Michael Galant, Benito Gomez, Raúl Romero

Department Office: LCH C-310, (310) 243-3315

Emeriti Faculty

Richard Beym, José S. Cuervo, Frances Lauerhass, Porfirio Sánchez, Luz Watts

In addition to its regularly scheduled modern language courses in French, Japanese and Spanish (see separate sections of this catalog), the Department of Modern Languages provides the opportunity for students to undertake individual study and/or credit by examination in a foreign language not regularly offered on campus. For further information, please contact the department.

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

MLG 294 Independent Study in Foreign Languages I (1-3).

Prerequisites: Consent of instructor and chair of Modern Languages.

Beginning/intermediate individual study and or credit by examination in a foreign language not regularly offered on campus. Arrangements must be made in advance of registration. Repeatable course.

MLG 494 Independent Study in a Foreign Language II (1-3).

Prerequisites: Consent of instructor and chair of Modern Languages.

Intermediate or advanced individual study or credit by examination in a foreign language not regularly offered on campus. Arrangements must be made in advance of registration. Repeatable course.

MUSIC

College of Arts and Humanities

Division of Performing, Visual and Digital Media Arts

Bachelor of Arts

General Music Option

Music Education Option (Single Field Major)

Performance Option

Minor

Music

Introductory and Specific Music Subject Matter Authorization

Faculty

Scott Morris, Chair, Department of Music

Sally Etcheto, Jonathon Grasse, Stephen Moore

Studio and Adjunct Teachers: Mary Au (Piano); Dawn Brooks (Choral and Voice); Julian Coryell (Guitar); Michael Davis (Trumpet); Matt Greif (Guitar); David Isaacs (Guitar) Sylvia Mann (Upper Strings); Joseph Mitchell (Percussion); David Nivans (Music Appreciation); Rik Noyce (Flute and Music History); Greg Robinson (Low Brass and Music Education); Kevin St. Clair (Voice); Shirley Yamamoto(Flute);

Division Office: LCH E-303, (310) 243-3543

Emeriti Faculty

David Bradfield, Hansonia Caldwell, David Champion, Francis Steiner

Program Description

The music program is affiliated with the Division of Performing, Visual and Digital Media Arts at CSU Dominguez Hills.

The objectives of the music program are:

1. to offer music courses for both the General Education program and the department that develop cultural knowledge and professional skills.

2. to provide each music student with a broad knowledge of music history and theory.
3. to improve the musicianship skills of each music student.
4. to give students opportunities for hands-on experience with current music and media-related technologies.
5. to provide music students with career-oriented skills for use in the music industry.
6. to provide courses appropriate for the training of music teachers for studios and private and public schools.
7. to provide opportunities for the entire University community to experience music as a means of personal fulfillment.

Features

The Music Program is accredited by the National Association of Schools of Music (NASM). The Program is distinguished by the wide range of possible experiences it offers the student: performance in multiple genres, composition, conducting, music history, music education, and world music.

The program also is characterized by a close interaction between students and faculty. The size and quality of the department offers all of the advantages of a small, private college at a state supported university. Student recitals each semester give the faculty the opportunity to monitor the progress of each student.

Students are encouraged to attend concerts and recitals on campus and in the community. Los Angeles has an outstanding Symphony Orchestra, Chamber Orchestra and Musical Theater.

The Department of Music is housed in the La Corte Hall Building, which contains the Marvin Laser Recital Hall; an audio recording and music synthesis complex of studios; a large rehearsal room for orchestra, chorus, and band; theory and history classroom; a state of the art piano classroom and a number of teaching studios/practice rooms. Additional practice rooms are available in the nearby Educational Resource Center. Musical events also are held in the 485-seat University Theatre.

Financial aid and scholarships are available through the Office of Financial Aid. Several scholarships are specifically for music majors and require special application to the Department of Music. Auditions for scholarships are usually held in the early Spring.. The Music Department Scholarship Fund provides support to students who excel in music performance Mu Phi Epsilon, the Honorary Music Fraternity, offers scholarships to members on the basis of grade point average, music performance and service to the department and fraternity. Additional scholarships include the Marshall Bialosky Endowment Scholarship, the New Century Scholarship for composition students, and the Rod Butler Memorial Scholarship.

Academic Advisement

Students and prospective students who have chosen CSU Dominguez Hills for the study of music should seek academic advisement from a Department of Music faculty member at the earliest opportunity.

Preparation

High school students preparing for university music study should take every opportunity to study and perform music. High school participation in band, orchestra, chorus, chamber ensembles and musical theater productions is highly recommended. In addition, private piano lessons, as well as vocal or instrumental lessons, will help to provide the incoming student with the basic musical skills and performance competencies necessary for success in pursuing a university degree in music.

Community college transfer students preparing for university music study should be sure that their program is paralleling equivalent courses being offered to freshman and sophomore music majors at CSU Dominguez Hills.

Career Possibilities

Graduates currently are working in the following fields: music teaching; private music teaching in music stores, studios and in the home; community college teaching; arts administration; symphony orchestra performance; opera performance; church music composition and performance; church choir direction; music buying and music store management; popular music and jazz performance; gospel music performance and composition. Some graduates have elected to continue postgraduate study in the areas of teaching, musicology, composition, performance and conducting.

Graduation with Honors

Undergraduate students may be candidates for graduation with Honors in Music if they meet the following criteria:

1. A minimum of 36 units in residence at CSU Dominguez Hills.
2. A minimum grade point average of 3.5 in all courses used to satisfy the upper division requirements for the Music major.
3. Recommendation by the faculty of the Department of Music.

Bachelor of Arts in Music

Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings. All Music

majors receive nine (9) units of General Education credit (Areas C1, C2, and F1) upon completion of Music 301, Music 210, and Music 486. GE requirements outside the Music major therefore equal 46-53 units.

Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

Minor Requirements

No minor is required.

Major Requirements (60-79 units)

Students who major in Music must select one of three options: General Music, Music Education, or Music Performance. The following courses, or their approved transfer equivalents, are recommended or required of all candidates for this degree.

A. Recommended Courses

1. Lower Division:

- PHY 100. Patterns in Nature (3)
- MUS 100. Concert Music (1)
- MUS 101. Introducing Music (3)
- MUS 120. Beginning Voice Class (1)
- MUS 122. Beginning Guitar Class (1)
- MUS 180. Individual Lessons (1)
- MUS 181. Beginning Piano Class I (1)
- MUS 182. Beginning Piano Class II (1)
- MUS 200. Concert Music II (1)
- MUS 220. Intermediate Voice Class (1)
- MUS 222. Intermediate Guitar Class (1) [I]
- MUS 280. Individual Lessons (1)
- MUS 220. Intermediate Voice Class (1)
- MUS 281. Intermediate Piano Class I (1)
- MUS 282. Intermediate Piano Class II (1)

2. Upper Division

Music majors are encouraged to broaden their knowledge of music by taking a variety of upper division electives in music. Courses beyond the minimum requirements will give a broader base for later professional development.

B. Common Core Requirements (24 units)

1. Lower Division Required Courses (12 units):

MUS 209. Musicianship Skills (1,1)

MUS 210. Music Theory I (3) * (fulfills General Education Area C2 for Music majors)

MUS 211. Music Theory II (3)

Lower Division Ensemble (1,1,1,1) Four Semesters

Music Theory Placement Exam. The student must demonstrate a level of knowledge of music theory appropriate to undertake upper division study in music. These skills include the ability to decode both pitch and rhythmic notation in all clefs, the ability to construct and recognize major, minor, and modal scales, knowledge of proper four part diatonic voice leading.

2. Upper Division Required Courses (12 units):

MUS 309. Advanced Musicianship Skills (1,1)

MUS 310. Advanced Music Theory I (3)

MUS 311. Advanced Music Theory II (3)

Upper Division Ensemble (1,1,1,1) Four Semester

C. Additional requirements for ALL music majors

1. Musicianship Proficiency Exam: Requires students to demonstrate a level of musicianship skills appropriate for a university graduate majoring in music. These skills include sight-reading, dictation, and aural comprehension of the common elements of music—rhythm, melody, harmony, timbre, texture and dynamics. Every graduating student will be required to pass a musicianship proficiency examination or have a record of at least two semester units of Advanced Musicianship Skills (MUS 309) with a grade of B or better.
2. Piano Proficiency Exam: Every graduating student will be required to pass a piano proficiency examination or have record of at least two semester units of Advanced class piano (MUS 381, MUS 382) with a grade of B or better.
3. Ensemble Requirement: Students must participate in one of the University's performing ensembles during each semester of full-time residency. These units must be divided between large ensemble (Band, Chamber Singers, University Chorus, Guitar Ensemble, Jazz Ensemble, Orchestra) and small ensemble (Chamber Music, Early Music Ensemble). The exact division between large and small ensembles will be determined by advisement with the music faculty. Part time students are required to participate in an ensemble during each semester that they take Individual lessons. This means that if students take longer than four years to complete their degree, this requirement may raise the number of units that a student needs to graduate.

General Music Option (59 units)

A. Recommended Courses:

MUS 100. Concert Music (1)

MUS 101. Introducing Music (3)

MUS 111. Introduction to Music Theory (3)

MUS 120. Beginning Voice Class (1)

B. Common Core Requirements (24 units)

C. Lower Division Required Courses 9 units):

MUS 100. Concert Music (1,1)

MUS 180. Individual Lessons (1,1)

MUS 200. Concert Music (1,1)

MUS 220. Intermediate Voice (1)

MUS 280. Individual Lessons (1,1)

D. Upper Division Required Courses (26 units):

MUS 300. Concert Music (1,1)

MUS 301. Music in World Cultures (3) *(Fulfills General Education Area C1 for Music majors)

MUS 316. Instrumentation (3)

MUS 320. Advanced Voice (1)

MUS 325. Conducting (3)

MUS 386. Early Baroque Music (3)

MUS 400. Concert Music (1,1)

MUS 485. Classical Romantic Music (3)

MUS 486. Late Romantic-20th/21st Century Music (3) *(Fulfills General Education Area F1 for Music majors)

MUS 499. Senior Project (3)

Music Education Option (79 units)

Single Field Major - no minor required

A. Recommended Courses:

MUS 100. Concert Music (3)

MUS 101. Introducing Music

MUS 111. Introduction to Music Theory (3)

MUS 120. Beginning Voice Class (1)

B. Common Core Requirements (24 units)

C. Lower Division Required Courses (10 units):

MUS 122. Beginning Guitar (1)

MUS 160. Repertoire (1,1)

MUS 180. Individual Lessons (1,1)

MUS 220. Intermediate Voice Class (1)

MUS 260. Repertoire (1,1)

MUS 280. Individual Lessons (1,1)

D. Upper Division Required Courses (45 units):

MUS 301. Music in World Cultures (3)) *(Fulfills General Education Area C1 for Music majors)

MUS 316. Instrumentation (3)

MUS 320. Advanced Voice Class (1)

MUS 325. Conducting (3)

MUS 333. Foundations of Music Education (3)

MUS 360. Repertoire (1,1)

MUS 380. Individual Lessons (1,1)

MUS 386. Early Baroque Music (3)

MUS 420. Vocal and Choral Techniques (3)

MUS 421. Instrumental Methods (3)

MUS 433. Pedagogy (3)

MUS 441. Marching Band Methods (1)

MUS 445. String Instruments (1)

MUS 446. Woodwind Instruments (1)

MUS 447. Brass Instruments (1)

MUS 448. Percussion Instruments (1)

MUS 460. Repertoire (1,1)

MUS 480. Individual Lessons (1,1)

MUS 485. Classical-Romantic Music (3)

MUS 486. Late Romantic-20th/21st Century Music (3) *(Fulfills General Education Area F1 for Music majors)

MUS 493. Senior Recital (1)

E. Repertory Requirements in Major Performance Area. Before being approved for graduation, students must perform at a certain level of advancement and proficiency. A detailed list of representative repertory is available from the Music Department.

F. Summative Exam: Every graduating student is required to pass a summative pedagogy skills exam. A detailed study guide is available from the Music Department.

Performance Option (61 units)

An emphasis is placed on vocal or instrumental performance, conducting, or composition.

A. Recommended Courses:

MUS 100. Concert Music (1,1)

MUS 101. Introducing Music (3)

MUS 111. Introduction to Music Theory (3)

MUS 120. Beginning Voice Class (1)

B. Common Core Requirements (24 units)

C. Lower Division Required Courses (9 units):

MUS 160. Repertoire (1,1)

MUS 180. Individual Lessons (1,1)

MUS 220. Intermediate Voice Class (1)

MUS 260. Repertoire (1,1)

MUS 280. Individual Lessons (1,1)

D. Upper Division Required Courses (28 units):

MUS 301. Music in World Cultures (3) *(Fulfills General Education Area C1 for Music majors)

MUS 316. Instrumentation (3)

MUS 320. Advanced Voice (1)

MUS 325. Conducting (3)

MUS 360. Repertoire (1,1)

MUS 380. Individual Lessons (1,1)

MUS 386. Early Baroque Music (3)

MUS 460. Repertoire (1,1)

MUS 480. Individual Lessons (1,1)

MUS 485. Classical Romantic Music (3)

MUS 486. Late Romantic-20th/21st Century Music (3) *(Fulfills General Education Area F1 for Music majors)

MUS 493. Senior Recital (1)

E. Repertory Requirements in Major Performance Area. Before being approved for graduation, students must perform at a certain level of advancement and proficiency. A detailed list of representative repertory is available from the Music Department.

Minor in Music (18 units)

A. Lower Division Required Courses (6 units):

MUS 101. Introducing Music (3)

MUS 110. Music Fundamentals (3)

B. Upper Division Required Courses (12 units)

1. Select one course from the following (3 units):

MUS 310. Advanced Theory I (3)

MUS 386. Early Baroque Music (3)

MUS 485. Classical-Romantic Music (3)

2. Select nine additional units of upper division music courses with the assistance of an advisor.

Introductory and Specific Music Subject Matter Authorization (32 units)

Holders of a Single Subject or Multiple Subject credential issued by the California Commission on Teacher Credentialing may secure an Introductory Music Subject Matter Authorization that allows the holder to teach the subject matter content typically included in curriculum guidelines and textbooks approved for study in grades 9 and below. This allows an employer to assign a teacher with an introductory music authorization to teach a class in which the curriculum is for grades 9 and below but the students in the class may be in grades K-12.

Specific Music Subject Matter Authorization that allows the holder to teach the specific subjects in grades preschool, K-12, and classes organized primarily for adults.

For other requirements governing issuance of this authorization, consult the Teacher Education section of this catalog or contact the School of Education Student Services Center.

Complete each of the following courses or equivalent as approved by the Music Department Advisor:

A. Lower Division (16 units):

MUS 101. Introducing Music (3)

MUS 109. Musicianship Skills (1)

MUS 110. Music Fundamentals (3)

MUS 120. Beginning Voice Class (1)

MUS 122. Beginning Guitar Class (1)

MUS 180. Individual Lessons (1, 1)

MUS 210. Music Theory I (3)

MUS 280. Individual Lessons (1,1)

B. Upper Division (12 units):

MUS 325. Conducting (3)

MUS 333. Foundations of Music Education (3)

MUS 420. Vocal and Choral Techniques (3) or

MUS 421. Instrumental Techniques (3)

C. Ensemble Requirement (4 units)

Complete one of the University's large performing ensembles for at least four semesters. These ensembles include orchestra, chorus, chamber singers, band, guitar ensemble and jazz ensemble (1,1,1,1). For band, for example complete MUS175, 275, 375, 475.

Students wishing for an Introductory Subject Matter Authorization may select MUS 420 or MUS 421. Students wishing for a Specific Subject Matter Authorization in instrumental music MUST select MUS 421, while students wishing for a specific subject matter authorization in vocal music MUST select MUS 420.

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

Lower Division

MUS 100 Concert Music (1).

Grade based on verified attendance at seven approved concerts and final essay exam. Orientation and final exam are the only class meetings. Instructor available two office hours each week for guidance. Open to all students. Maybe repeated once. CR/NC grading.

MUS 101 Introducing Music (3).

The technique of listening to music. The elements of music, musical forms, and historical styles. Concert attendance and discussion will be an integral part. Satisfies a General Education Requirement.

MUS 109 Introduction to Musicianship (1).

Prerequisite: Concurrent enrollment in MUS 101 or MUS 110 is recommended.

An activity course in which students will begin exercises in music perception skills, pitch matching, identification of musical patterns, beginning ear-training and sight-singing drills. Preparation for the Musicianship Proficiency Exam. Repeatable course. Two hours of activity per week.

MUS 110 Music Fundamentals (3).

Prerequisite: Concurrent enrollment in MUS 109 is recommended.

Music rudiments taught through reading, writing, harmonizing and creating songs. Includes principles of notation, key signatures, scales, intervals, triads and chord progressions. Satisfies a General Education Requirement.

MUS 111 Introduction to Music Theory (3).

Prerequisite: MUS 110 or placement test.

Elements of music taught through reading, writing and harmonizing at the keyboard. Topics include key signatures, scales, intervals and basic harmony.

MUS 120 Beginning Voice Class (1).

Prerequisite: Consent of instructor.

Fundamental principles of singing. Posture, breath control, tone production, diction and performance techniques and styles. Repeatable course. Two hours of activity per week.

MUS 122 Beginning Guitar Class (1).

Prerequisite: Previous or concurrent enrollment in MUS 101 and MUS 110 or consent of instructor is recommended.

Beginning instruction in guitar technique, single string melody, and chord positions. Repeatable course. Two hours of activity per week.

MUS 160 Repertoire (1).

Studio instruction in an applied area that complements and provides additional depth to that which is offered in MUS 180. In depth study of Etudes, scales, arpeggios, and supplemental solo repertoire.

MUS 170 Chamber Music (1).

Prerequisite: Consent of instructor.

Study of music through small instrumental ensemble rehearsal and performance. Type of group may vary. See Class Schedule for title. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

MUS 171 Chamber Singers (1).

Prerequisite: Consent of instructor.

Study of music through small vocal ensemble rehearsal and performance. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

MUS 172 Jubilee Choir (1).

Prerequisite: Consent of instructor.

Study and performance of choral music of Afro-American culture. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

MUS 173 Jazz Ensemble (1).

Prerequisite: Consent of instructor.

Techniques of improvisation and a study and performance of instrumental jazz repertoire. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

MUS 175 Band (1).

Prerequisite: Consent of instructor.

A study of music through rehearsal and performance of concert band music. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

MUS 176 Orchestra (1).

Prerequisite: Consent of instructor.

A study of music through rehearsal and performance of music for symphony orchestra. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

MUS 177 Chorus (1).

Prerequisite: Consent of instructor.

A study of music through rehearsal and performance of music for chorus. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

MUS 178 Guitar Ensemble (1).

Prerequisite: Consent of Instructor (audition)

A study of music through rehearsal and performance of music for guitar ensemble. Public performance expected. Repeatable once at each level. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

MUS 179 Music Theater Workshop (1).

Prerequisites: Audition and consent of instructor.

Study of roles and representative excerpts from opera, operetta, and musical comedy and the basic musical, dramatic and language technique of the musical theater. Performance of excerpts or complete musical theatrical works. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

MUS 180 Individual Lessons (1).

Prerequisites: Audition and consent of Department Chair and Instructor.

Individual instruction in the student's major performance medium developing technique and repertoire. Individual one-half hour lesson times are arranged with the studio teacher. Public performance and jury evaluation expected. Lessons are available in voice, piano, harpsichord, organ, accordion, flute, oboe, clarinet, bassoon, saxophone, trumpet, horn, trombone, tuba, percussion, violin, viola, cello, string bass, harp, classical guitar, lute, commercial guitar, and electric bass. Primarily for performance majors. Instrument fee may be required. Repeatable course.

MUS 181 Beginning Piano I (1).

Prerequisite: None.

MUS 182 Beginning Piano II (1).

Prerequisite: MUS 181 or consent of instructor.

Beginning instruction in keyboard technique. Repeatable course. Two hours of activity per week.

MUS 200 Concert Music II (1).

Prerequisite: MUS 100.

Grade based on verified attendance at seven approved concerts and final essay exam. Orientation and final exam are the only class meetings. Instructor available two office hours each week for guidance. Open to all students. Repeatable once. CR/NC grading.

MUS 209 Musicianship Skills (1).

Prerequisites: Placement exam and consent of instructor. MUS 101, MUS 109, and MUS 110 are recommended.

Ear training, sight-singing, rhythm, keyboard harmony, and melodic and rhythmic dictation. This course is meant to parallel work in MUS 210 and MUS 211. Repeatable course. Two hours of activity per week.

MUS 210 Music Theory I (3).

Prerequisites: MUS 101 and MUS 111 or consent of department.

Musical theory emphasizing materials from the Common Practice Period (1700-1900). The vocabulary of diatonic scales and modes, chords and their relationships, phrase structure and cadences, harmonic progressions, non-harmonic tones and the technique of harmonization.

MUS 211 Music Theory II (3).

Prerequisites: MUS 210 and concurrent enrollment in MUS 209 or consent of instructor.

Chromatic Harmony of the Common Practice Period. Harmonic analysis, secondary dominants, modulation, borrowed chords, augmented sixth chords, Neapolitan sixth chords, diminished sevenths, and ninth, eleventh and thirteenth chords.

MUS 220 Intermediate Voice Class (1).

Prerequisites: MUS 101, MUS 110 and MUS 120 or Consent of instructor.

Singing with an emphasis on the vocal mechanism, use of the voice in ensemble singing and style in songs. Development of solo repertoire. Repeatable course. Two hours of activity per week.

MUS 222 Intermediate Guitar Class (1).

Prerequisites: MUS 101, MUS 110 and MUS 122 or consent of instructor.

Intermediate instruction in guitar technique, scales, chords and improvised accompaniments. Repeatable course. Two hours of activity per week.

MUS 260 Repertoire (1).

Prerequisite: MUS 160 (two semesters). Co-requisite: MUS 280.

Studio instruction in an applied area that complements and provides additional depth to that which is offered in MUS 280. In depth study of Etudes, scales, arpeggios, and supplemental solo repertoire.

MUS 270 Chamber Music (1).

Prerequisite: Consent of instructor.

Music study through small instrumental ensemble rehearsal and performance. Type of group may vary. See Class Schedule for title. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

MUS 271 Chamber Singers (1).

Prerequisite: Consent of instructor.

Study of music through small vocal ensemble rehearsal and performance. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

MUS 272 Jubilee Choir (1).

Prerequisite: Consent of instructor.

Study and performance of choral music of Afro-American culture. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

MUS 273 Jazz Ensemble (1).

Prerequisite: Consent of instructor.

Techniques of improvisation and a study and performance of instrumental jazz repertoire. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

MUS 275 Band (1).

Prerequisite: Consent of instructor.

Rehearsal and performance of concert band music. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

MUS 276 Orchestra (1).

Prerequisite: Consent of instructor.

Rehearsal and performance of music for symphony orchestra. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

MUS 277 Chorus (1).

Prerequisite: Consent of instructor.

Rehearsal and performance of music for chorus. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

MUS 278 Guitar Ensemble (1).

Prerequisite: Consent of Instructor (audition).

A study of music through rehearsal and performance of music for guitar ensemble. Public performance expected. Repeatable once at each level. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

MUS 279 Music Theater Workshop (1).

Prerequisites: Audition and consent of instructor.

Study of roles and representative excerpts from opera, operetta, and musical comedy and the basic musical, dramatic and language technique of the musical theater. Performance of excerpts and complete musical theatrical works. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

MUS 280 Individual Lessons (1).

Prerequisites: Audition and consent of department chair and instructor.

Individual instruction in the student's major performance medium developing technique and repertoire. Individual lesson times are arranged with the studio teacher. Some lessons may be off-campus. Public performance and jury evaluation expected. Lessons are available in voice, piano, harpsichord, organ, accordion, flute, oboe, clarinet, bassoon, saxophone, trumpet, horn, trombone, tuba, percussion, violin, viola, cello, string bass, harp, classical guitar, lute, commercial guitar, and electric bass. Primarily for performance majors. Instrument fee may be required. Repeatable course.

MUS 281 Intermediate Piano I (1).

Prerequisites: MUS 182 or Consent of instructor.

MUS 282 Intermediate Piano II (1).

Prerequisites: MUS 281 or consent of instructor.

Intermediate instruction in keyboard technique. Keyboard harmony, scales, chords and improvised accompaniments. Repeatable course. Two hours of activity per week.

MUS 294 Independent Study (1-3).

Prerequisites: Consent of instructor and department chair.

The student investigates a scholarly topic or undertakes directed research or a creative project with the assistance of a Music faculty member. Repeatable course.

Upper Division

MUS 300 Concert Music III (1).

Prerequisite: MUS 200.

Graded on verified attendance at seven approved concerts and final essay exam. Orientation and final exam are the only class meetings. Instructor available two office hours each week for guidance. Open to all students. Repeatable once. CR/NC grading.

MUS 301 Music in World Cultures (3).

Prerequisite: MUS 101 or 110 or consent of instructor.

Survey of non-Western cultures from a musical point of view. Using familiar folk and popular music for comparison, students will be guided into new listening experiences, develop a vocabulary for discussing world music, and gain an appreciation of cultural pluralism.

MUS 308 Popular and Jazz Harmony (3).

Prerequisite: MUS 210 or consent of instructor.

Analysis of chords and scale patterns, chord symbols, and chord substitutions in popular music and jazz.

MUS 309 Advanced Musicianship Skills (1).

Prerequisites: Musicianship placement exam and consent of instructor.

Ear training, sight-singing, rhythm, keyboard harmony, and melodic, harmonic and rhythmic dictation. This course parallels work in MUS 310 and MUS 311 and provide preparation for the Musicianship Proficiency Exam. Repeatable course. Two hours of activity per week.

MUS 310 Advanced Music Theory I (3).

Prerequisites: MUS 101 and MUS 211 or consent of department.

Structural, contrapuntal and harmonic analysis of musical forms from the Medieval through the Classical periods. A study of the literature, instrumentation, and notation. Practice includes aural analysis and creative composition.

MUS 311 Advanced Music Theory II (3).

Prerequisites: MUS 310 or consent of instructor is required; concurrent enrollment in MUS 309 and MUS 316 is recommended.

Structural, harmonic and contrapuntal analysis of musical forms from the Romantic period through the Twentieth Century. A study of the literature, instrumentation and notation. Practice includes aural analysis and creative composition.

MUS 316 Instrumentation (3).

Prerequisite: MUS 211 or MUS 308.

Acoustical and musical characteristics of all the major orchestral and band instruments. Written assignments will include transcriptions for combination of instruments both as families and mixed ensembles.

MUS 320 Advanced Voice Class (1).

Prerequisites: MUS 101, MUS 110 and MUS 220 or consent of instructor.

Singing with emphasis on vocal mechanism, use of the voice in ensemble singing, and style in songs. Development of solo repertoire in foreign languages. Repeatable course. Two hours of activity per week.

MUS 322 Advanced Guitar Class (1).

Prerequisites: MUS 101, MUS 110 and MUS 222 or consent of instructor.

Advanced instruction in guitar technique. Development of solo repertoire. Repeatable course. Two hours of activity per week.

MUS 325 Conducting (3).

Prerequisite: MUS 310 or consent of instructor.

An introduction to the basic techniques of conducting both instrumental and choral groups. Score reading, baton technique and fundamentals of interpretation. Repeatable course. Two hours of lecture and two hours of activity per week.

MUS 333 Foundations of Music Education (3).

Prerequisite: MUS 180 and MUS 280; In order to begin the hours for fieldwork in this course, you will need a valid Certificate of Clearance (fingerprints) and proof of a negative TB (within 4 months of the fieldwork course beginning). For information on submitting these documents, contact the Center for Teaching Careers.

A survey of the leading pedagogical and philosophical approaches to music education in the United States along with field observation of K-12 classes. Appropriate for students entering or considering the music teaching profession at the K-12 level.

MUS 340 Music for Children (3).

Prerequisites: MUS 101 and MUS 110 or consent of instructor.

Survey and analysis of music suitable for children. History and philosophy of American music education emphasizing influences of European systems of Kodaly, Dalcroze, and Orff. Two hours of lecture and two hours of activity per week.

MUS 345 Global Popular Music: Identity and Social Change (3)

Prerequisite: HUM 200 or equivalent.

The course explores popular music and social change in Africa, Asia, South Asia, Southeast Asia, and Latin America. Students will consider social development, modernity, and political movements in relation to music and text as resistance, and as representing social change.

MUS 360 Repertoire (1).

Prerequisite: MUS 260 (two semesters). Co-requisite: MUS 380.

Studio instruction in an applied area that complements and provides additional depth to that which is offered in MUS 380. In depth study of Etudes, scales, arpeggios, and supplemental solo repertoire.

MUS 370 Chamber Music (1).

Prerequisite: Consent of instructor.

Study of music through small instrumental ensemble rehearsal and performance. Type of group may vary by section and semester. See Class Schedule for title. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

MUS 371 Chamber Singers (1).

Prerequisite: Consent of instructor.

Study of music through small vocal ensemble rehearsal and performance. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

MUS 372 Jubilee Choir (1).

Prerequisite: Consent of instructor.

Study and performance of choral music of Afro-American culture. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

MUS 373 Jazz Ensemble (1).

Prerequisite: Consent of instructor.

Techniques of improvisation and a study of performance of instrumental jazz repertoire. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

MUS 376 Orchestra (1).

Prerequisite: Consent of instructor.

A study of music through rehearsal and performance of music for symphony orchestra. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

MUS 377 Chorus (1).

Prerequisite: Consent of instructor.

A study of music through rehearsal and performance of music for chorus. Public performances expected. Repeatable once. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

MUS 378 Guitar Ensemble (1).

Prerequisite: Consent of Instructor (audition)

A study of music through rehearsal and performance of music for guitar ensemble. Public performance expected. Repeatable once at each level. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

MUS 379 Music Theater Workshop (1).

Prerequisites: Audition and consent of instructor.

Study of roles and representative excerpts from opera, operetta, and musical comedy and the basic musical, dramatic and language technique of the musical theater. Performance of excerpts and complete musical theatrical works. Repeatable once. Three hours of activity per week plus extras rehearsal and performance times to be arranged.

MUS 380 Individual Lessons (1).

Prerequisites: Audition and consent of department chair and instructor.

Individual instruction in the student's major performance medium. Development of technique and repertoire. Individual lesson times are arranged with the studio teacher. Some lessons may be off-campus. Public performance and jury evaluation expected. Lessons are listed in the Class Schedule by voice or instrument. Lessons are available in voice, piano, harpsichord, organ, accordion, flute, oboe, clarinet, bassoon, saxophone, trumpet, horn, trombone, tuba, percussion,

violin, viola, cello, string bass, harp, classical guitar, lute, commercial guitar and electric bass. Primarily for performance majors. Instrument fee may be required.

MUS 381 Advanced Piano I (1).

Prerequisites: MUS 282 or consent of instructor.

MUS 382 Advanced Piano II (1).

Prerequisites: MUS 381 or consent of instructor.

Advanced instruction in keyboard technique. Development of solo repertoire and preparation for the Piano Proficiency Exam. Repeatable course. Two hours of activity per week.

MUS 386 Early-Baroque Music (3).

Prerequisites: MUS 101 and MUS 110 or consent of instructor.

Music from the Medieval through the Baroque period. Study of styles of music to uncover the various musical, aesthetic, and social determinants underlying the musical literature.

MUS 400 Concert Music IV (1).

Prerequisite: MUS 300.

Attendance at on-campus and off-campus concerts and recitals. Open to all students. Grade based on verified attendance at seven approved concerts and final essay exam. Orientation and final exam are the only class meetings. Repeatable course. Instructor available two office hours each week for guidance. CR/NC grading.

MUS 415 Composition and Arranging: Art Music (3).

Prerequisite: MUS 311 or consent of instructor.

Composition and arranging of art music utilizing a variety of resources, from traditional instruments and voice to new instruments, electronics and computer. Repeatable course.

MUS 416 Composition and Arranging: Popular and Jazz (3).

Prerequisite: MUS 308 or consent of instructor.

Composition and arranging for popular and jazz ensembles with an emphasis on contemporary styles. Repeatable course.

MUS 420 Vocal and Choral Techniques (3).

Prerequisite: MUS 320 or consent of instructor.

Voice physiology and function, common vocal faults, pedagogical approaches and methodology in both the choral and private instructional context. Two hours of lecture and two hours of activity per week.

MUS 421 Instrumental Methods for Music Educators (3).

Prerequisite: MUS 333; In order to begin the hours for fieldwork in this course, you will need a valid Certificate of Clearance (fingerprints) and proof of a negative TB (within 4 months of the

fieldwork course beginning). For information on submitting these documents, contact the Center for Teaching Careers.

Intensive preparation for prospective music educators, including classroom management, instrumental ensemble pedagogy and literature. Includes field experience with a selected K-12 educator.

MUS 433 Pedagogy (3).

Prerequisites: MUS 180 and MUS 280. MUS 333 is recommended. In order to begin the hours for fieldwork in this course, you will need a valid Certificate of Clearance (fingerprints) and proof of a negative TB (within 4 months of the fieldwork course beginning). For information on submitting these documents, contact the Center for Teaching Careers.

Preparation to teach individual and group lessons in the students' major applied area.

MUS 440 Introduction to Orff Schulwerk (3).

Prerequisites: MUS 101 or MUS 110 or consent of instructor.

Basic principles of the early childhood music teaching methods developed by Carl Orff. Music education through movement, singing, speech and drama and use of Orff musical instruments. Two hours of lecture and two hours of activity per week.

MUS 441 Marching Band Techniques (1).

Prerequisite: MUS 333

Pedagogy, management, and administration of a marching band program. Content will address marching percussion, marching and maneuvering, and attached units.

MUS 445 String Instruments (1).

Prerequisite: MUS 110 or consent of instructor.

Introduction to the principles and literature of string instruments, with emphasis on skills necessary for future teachers of instrumental ensembles. Repeatable course. Two hours of activity per week. Instrument fee may be required.

MUS 446 Woodwind Instruments (1).

Prerequisites: MUS 110 or consent of instructor. Instrument fee may be required.

Introduction to the principles and literature of woodwind instruments with emphasis on skills necessary for future teachers of instrumental ensembles. Repeatable course. Two hours of activity per week.

MUS 447 Brass Instruments (1).

Prerequisite: MUS 110 or consent of instructor.

Introduction to the principles and literature of brass instruments with emphasis on skills, necessary for future teachers of instrumental performance times to be arranged.

MUS 448 Percussion Instruments (1).

Prerequisite: MUS 110 or consent of instructor.

Introduction to the principles and literature of percussion instruments with emphasis on skills necessary for future teachers of instrumental ensembles. Repeatable course. Two hours of activity per week. Instrument fee may be required.

MUS 460 Repertoire (1).

Prerequisite: MUS 360 (two semesters). Co-requisite: MUS 480.

Studio instruction in an applied area that complements and provides additional depth to that which is offered in MUS 480. In depth study of Etudes, scales, arpeggios, and supplemental solo repertoire.

MUS 470 Chamber Music (1).

Prerequisite: Consent of instructor.

Study of music through small instrumental ensemble rehearsal and performance. Type of group may vary by section and semester. See Class Schedule for title. Public performances expected. Repeatable course. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

MUS 471 Chamber Singers (1).

Prerequisite: Consent of instructor.

Study of music through small vocal ensemble rehearsal and performance. Public performances expected. Repeatable course. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

MUS 472 Jubilee Choir (1).

Prerequisite: Consent of instructor.

Study and performance of choral music of Afro-American culture. Public performances expected. Repeatable course. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

MUS 473 Jazz Ensemble (1).

Prerequisite: Consent of instructor.

Techniques of improvisation and a study and performance of instrumental jazz repertoire. Public performances expected. Repeatable course. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

MUS 476 Orchestra (1).

Prerequisite: Consent of instructor.

A study of music through rehearsal and performance of music for symphony orchestra. Public performances expected. Repeatable course. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

MUS 477 Chorus (1).

Prerequisite: Consent of instructor.

A study of music through rehearsal and performance of music for chorus. Public performances expected. Repeatable course. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

MUS 478 Guitar Ensemble (1).

Prerequisite: Consent of Instructor (audition)

A study of music through rehearsal and performance of music for guitar ensemble. Public performance expected. Repeatable once at each level. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

MUS 479 Music Theater Workshop (1).

Prerequisites: Audition and consent of instructor.

Study of roles and representative excerpts from opera, operetta, and musical comedy and the basic musical, dramatic and language technique of the musical theater. Performance of excerpts and complete musical theatrical works. Repeatable course. Three hours of activity per week plus extra rehearsal and performance times to be arranged.

MUS 480 Individual Lessons (1).

Prerequisites: Audition and consent of department chair and instructor.

Individual instruction in the student's major performance medium. Development of technique and repertoire. Audition and consent of department and instructor required. Individual lesson times are arranged with the studio teacher. Some lessons may be off-campus. Public performance and jury evaluation expected. Lessons are listed in the class schedule by voice or instrument. Lessons are available in voice, piano, harpsichord, organ, accordion, flute, oboe, clarinet, bassoon, saxophone, trumpet, horn, trombone, tuba, percussion, violin, viola, cello, string bass, harp, classical guitar, lute, commercial guitar, and electric bass. Primarily for performance majors. Instrument fee may be required. Repeatable course.

MUS 481 Individual Lessons: Composition and Arranging (1).

Prerequisites: Consent of department chair and instructor.

Individual instruction and guidance with music composition and arranging projects. Individual lesson times are arranged with the instructor. Jury evaluation expected. Primarily for composition majors. Repeatable course.

MUS 483 The Interpretation of Music (1).

Prerequisite: Concurrent enrollment in upper division individual lessons or consent of instructor.

Exploration of a wide variety of topics relating to the interpretation of music from various stylistic periods. Recorded examples and student performances will be analyzed and compared with particular attention given to historic authenticity and contemporary practices. Repeatable course. Two hours of activity per week.

MUS 485 Classical-Romantic Music (3).

Prerequisites: MUS 101 and MUS 110 or consent of instructor.

Music from the Classical through the Romantic period. Study of styles of music to uncover the various musical, aesthetic, and social determinants underlying the musical literature.

MUS 486 Late Romantic-20th/21st Century Music (3).

Prerequisites: MUS 101 and MUS 110 or consent of instructor.

Music from the late Romantic through the present. Study of styles of music to uncover the various musical, aesthetic, and social determinants underlying the musical literature.

MUS 493 Recital (1).

Prerequisite: Concurrent enrollment in MUS 480 or MUS 580.

Preparation and performance of a full or half music recital. Repeatable course.

MUS 494 Independent Study (1-3).

Prerequisites: Consent of instructor and department chair.

In consultation with a Music faculty member, the student investigates a scholarly topic or undertakes a creative project. Repeatable course.

MUS 495 Special Studies in Music (1-3).

Special topics vary by section and semester. See Class Schedule for title and prerequisites. Repeatable course.

MUS 496 Music Internship (1-3).

Prerequisite: Consent of department chair.

Students participate in an off-campus internship with an approved employer. Provides for an integration of academic study and related work experience. CR/NC grading. Repeatable course.

MUS 499 Senior Project (3).

Prerequisites: Consent of instructor and department chair.

In consultation with a Music faculty member, student undertakes a major project which may be one of the following: original research and thesis on a given music history or theoretical topic, a creative project such as an original composition or a full recital with supporting scholarly program notes.

Graduate

Graduate standing or consent of the graduate program coordinator is prerequisite to enrollment in graduate (500 level) courses.

MUS 580 Performance, Performance Practices and Repertoire (2).

Prerequisites: Audition and consent of department chair and instructor.

Ensembles. Repeatable course. Two hours of activity per week. Instrument fee may be required.

MUS 581 Individual Lessons: Composition and Arranging (1).

Prerequisites: Consent of department chair and instructor.

Individual instruction and guidance with music composition and arranging projects. Individual lesson times are arranged with the instructor. Jury evaluation expected. Primarily for composition majors. Repeatable course.

MUS 582 Individual Lessons: Conducting (1).

Prerequisites: Consent of department chair and instructor.

Individual instruction and guidance in the technique of conducting instrumental and vocal ensembles. Individual lesson times are arranged with the instructor. Public performance and jury evaluation expected. Primarily for conducting majors. Repeatable course.

MUS 593 Recital (1).

Prerequisite: Concurrent enrollment in MUS 580.

Preparation and performance of a full or half music recital. Repeatable course.

MUS 594 Independent Study (1-3).

Prerequisites: Consent of instructor and department chair.

In consultation with a Music faculty member, the student investigates a scholarly topic or undertakes a creative project. Repeatable.

Infrequently Offered Courses

The following courses are scheduled on a "demand" basis. Students should consult the department office for information about the next schedule offering.

MUS 305 Music for Dance (1).

Prerequisite: MUS 110 or consent of instructor.

An introduction to music fundamentals and techniques for dance accompaniment. Two hours of activity per week.

MUS 315 Counterpoint (3).

Prerequisite: MUS 211 or consent of instructor.

Counterpoint as a linear mode of compositional technique in Western music. Modal, tonal and post-tonal practices.

MUS 385 Medieval and Renaissance Music (3).

Prerequisites: MUS 101 and MUS 110 or consent of instructor.

Music from the Medieval period through the Renaissance. Gregorian chant, Leonin, Perotin, Machaut, Dufay, Ockeghem, Josquin, Gombert, Willaert, Palestrina, Lasso, Gabrielli and other

composers. Study of styles of music to uncover the various musical, aesthetic, and social determinants underlying the musical literature.

MUS 401 Afro-American Music (3).

Prerequisite: MUS 101 or consent of instructor.

The influence of African and Afro-American musical ideas on the culture of America and the world moving from folk material through the development of jazz and its subsequent influence on both the popular and the symphonic worlds in the twentieth century.

MUS 408 Advanced Song Writing (3).

Prerequisite: MUS 308 or consent of instructor.

Original songs created by students will be performed, discussed, and constructively criticized. Well-known popular, show, country, rock and R and B songs will be studied as models of melodic, harmonic, rhythmic, structural and poetic composition. Field trips and guest lecturers from the industry. Publishing and copyright procedures.

MUS 415 Composition and Arranging: Art Music (3).

Prerequisite: MUS 311 or consent of instructor.

Composition and arranging of art music utilizing a variety of resources, from traditional instruments and voice to new instruments, electronics and computer. Repeatable course.

NEGOTIATION, CONFLICT RESOLUTION AND PEACEBUILDING

College of Arts and Humanities

Bachelor of Arts

Master of Arts

Certificate

Post-Master's Certificate in
Conflict Analysis and Resolution

Faculty

Brian Jarrett, Program Director

Nancy D. Erbe, Heather Kertyzia

Emeriti Faculty

David A. Churchman, David Nasatir, A. Marco Turk

Program Office: LIB E-512, (310) 243-3237

Program Description

The Negotiation, Conflict Resolution and Peacebuilding Program involves a comprehensive study of applied methods, theory, and research and a choice of various electives covering a wide range of applicable subjects. For example these areas deal with the concerns of counselors, law enforcement, teachers, social workers, therapists, and court personnel, benefit labor, human resources, and management professionals, are appropriate for individuals interested in careers in government, public interest groups, organizations (profit and non-profit), or as lobbyists, and are of interest to those seeking careers in the foreign service, the military, as well as international business and peace organizations. The Master of Arts and Certificate also are offered online through distance learning delivery.

Undergraduate

Features

The Bachelor of Arts in Negotiation, Conflict Resolution and Peacebuilding is designed to be an interdisciplinary, thoroughly inter-cultural, Undergraduate Degree Program in Negotiation, Conflict resolution and Peacebuilding with an emphasis on: (1) intercultural communication, (2) the role of women in culture, (3) mediation, and (4) the unique perspectives, fundamentals, theories, and research methods in Negotiation, Conflict Resolution and Peacebuilding studies. The undergraduate major will provide a companion to the current NCRP Graduate program as a natural degree progression to pipeline students from the high school learning academies. The NCRP program has a joint 3+3 option/concentration with ABA accredited Southwestern Law School. Students in this option/concentration complete 30 units of free electives selected by the student as the student's first year curriculum at Southwestern Law School in order to also satisfy the undergraduate major requirements. Students electing the "3+3" modified program will be advised during their first year concerning necessary curriculum adjustments.

Graduate

Admission Requirements

Individuals with a bachelor's degree in any major and a GPA of 3.0 or above (4-point scale) in the last 60 semester or 90 quarter units of upper division course work from any accredited college or university may apply for admission to the degree program with classified status. Individuals with a master's degree in conflict resolution (or a closely related area or a J.D.) from any accredited college or university may apply for admission to the post-master's certificate program. All applicants must submit the standard admission application by June 1 for admission in the subsequent August. A 500-word biographical essay and three letters of recommendation. The biographical statement and letters of recommendation must address: (1) what in the applicant's background indicates this subject matter and academic rigor is appropriate for this applicant, (2) why applicant desires this degree or certificate and (3) what does applicant plan to do with this degree or certificate once obtained. The biographical essay and letters of recommendation should be forwarded to the program director. Applicants will be selected to fill the vacancies in the program on the basis of grade point average (if applicable) and an evaluation of the biographical statement and letters of recommendation and may be required to participate in an oral interview. There is an opportunity to pursue a joint JD/MA cooperation with Southwestern Law School. Students interested in pursuing this opportunity should consult with the program director prior to commencement of their first semester as a graduate student.

Program

Once admitted, students must complete their program (degree or certificate) with a grade point average of at least 3.0. All courses used to fulfill the requirements for the master's degree or the certificate must be passed with a grade of "B" or better. Subject to approval of the program director, no more than 10 units total can be included from other departments or universities, or be completed prior to formal admission to the master's degree program and 5 units for the post-master's certificate. Students must be in continuous attendance as defined elsewhere in this University Catalog. No course completed as part of another degree, and no course completed more than 5 years before the date of graduation date, can be included toward the master's degree or certificate.

Each year the entering class for the degree or certificate program will be placed in a cohort for on campus education and a cohort for distance learning delivery. The program for each cohort will be designed for the orderly progression through the designated courses for the degree or certificate. The program for applicants admitted concerning the post-master's Certificate in Conflict Analysis and Resolution will be designed as dictated by the number of students entering this cohort annually.

Students for the master's degree must meet the Graduation Writing Assessment Requirement (GWAR) by scoring 8 or above on University Graduation Writing Examination (GWE) or by earning at least a "B" in an approved course as described in the University Catalog. This requirement must be satisfied during the first semester in the program in order to continue in the program.

All other university requirements specified in this University Catalog must be met (see the Graduate Degrees and Postbaccalaureate Studies section).

Credit by Examination

Courses in the Negotiation, Conflict Resolution and Peacebuilding Program depend to a large degree on simulations, team learning, discussion, and papers growing out of these experiences. Therefore, credit by examination is not available. This is a rigorous program and should not be undertaken without a commitment to superior oral and written work product.

Graduation

Students must complete a Graduation Application (available from the Registrar) and a Program Approval Form (available from the program office) according to the deadlines given in the graduate section of this University Catalog under "Application for Graduation". The Program Approval Form specifies the courses to be counted toward graduation, and insures that all students are Classified and Advanced to Candidacy. This applies to both the master's degree and the post-master's certificate programs.

Advising

Faculty usually schedule office hours immediately before classes. The days and hours for each faculty member may change from one semester to another, but are posted on their office doors. Faculty are available during office hours for advising on all aspects of the courses taught by them. Career, housing, personal, and other types of advising are best pursued through special offices for these purposes listed elsewhere in the University Catalog. The program director should be consulted regarding general academic program advising.

The Negotiation, Conflict Resolution and Peacebuilding Student and Alumni Association provides a means for students and alumni of the program to exchange ideas and job information and to extend their social and professional contacts. Students are strongly encouraged to join and participate.

Bachelor of Arts in Negotiation, Conflict Resolution and Peacebuilding (48 units)

Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements

Elective units (12) will be necessary to satisfy the requirement that the student satisfactorily completes an overall minimum number of 120 units. While students will be permitted to make their own decision concern selection of electives, courses such as the following (existing and proposed) will be available choices for those who prefer to pursue further the interdisciplinary and inter-cultural emphasis of this degree program.

Existing Courses

AFS 200. Introduction to Africana Studies (3)

AFS 330. Africana Literature and Culture (3)

ANT 312. Language and Culture (3)

APP 101. Introduction to Asian Pacific studies (3)
APP 321. Asian Pacific Art, Music and Literature (3)
APP 322. Values and Communication of Asian-Pacific Cultures (3)
CHS 300. Introduction to Chicana/o Studies (3)
CHS 400. Chicana/o Issues in Education and Society (3)
CHS 410. Chicana/o Popular Culture (3)
CHS 480. Mexican/Chicano and Central American Culture and Customs (3)
CHS 486. Chicana/o Family and Gender Issues (3)
ECO 380. The Economics of Urban Areas (3)
LBR 411. Contracts and Negotiations (3)
MUS 301. Music in World Cultures (3)
PHI 371. African World Religions (3)
POL 251. Quantitative Methods of political Analysis (3)
PSY 367. Effective Communication Skills (3)
SOC 367. Sociology of Law (3)
CSC 101. Introduction to Computer Education (3)
UNV 101. Personal, Social and Intellectual Development (3)

Proposed Courses

Africana Literature and Conflict Resolution in Africa (3)
Africana Cultures, Negotiation, and Restorative Justice (3)
African Religions (3)
Media and Conflict in the African World (3)
Urban Politics in the African World (3)
Africana Family (3)
AFS/APP/CHS Interethnic Relations and Conflict in the U.S. (3)
Border as Metaphor: Chicana/o and Latina/o Artistic and Literary Perspective (3) (3)
Narrative as Social Commentary: Native American and Chicana Women's Narratives (3)
Inter-Ethnic Relations and Conflict in the U.S. (3)
Understanding Asians and Asian-American: Balancing Harmony and Conflict Across Cultures (3)

General Education Requirements (54-60 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

United States History, Constitution and American Ideals Requirement (6 units)

See the "United States History, Constitution, and American Ideals" requirements in the University Catalog. Courses under General Education Area D will satisfy this requirement.

Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

Minor Requirements

Single field major, no minor required.

Major Requirements (48 units)

The following courses, or their approved transfer equivalents, are required of all candidates for this degree:

A. Required NCR Courses (24 units):

- NCR 289. Key Issues in Peacebuilding (3)
- NCR 290. Introduction to Negotiation Theory (3)
- NCR 291. Psychology of Peacebuilding (3)
- NCR 387. Environment and Peacebuilding (3)
- NCR 390. Fundamentals of Conflict Resolution (3)
- NCR 405. Research Methods in Negotiation, Conflict Resolution and Peacebuilding (3)
- NCR 410. Negotiation, Conflict Resolution and Peacebuilding Pedagogy (3)
- NCR 490. Capstone Course: Community Service Learning Internship as Culminating Experience (3)

B. Interdisciplinary Courses (24 units):

- ANT 338. Comparative Cultures: Peoples and Cultures of Mainland Southeast Asia (3)
- ANT 339. Comparative Cultures: Native Cultures of Mexico and Central America (3)
- PHI 383. Comparative Religions (3)
- POL 371. Conflict, Violence and Nonviolence (3)
- SOC 331. Minority Relations (3)
- SOC 334. Women in Society (3)
- SOC 335. Social Movements: Resistance, Change and Communities (3)
- SOC 362. Gangs and Adolescent Subcultures (3)

Master of Arts in Negotiation, Conflict Resolution and Peacebuilding (36 units)

A. Required Courses (24 units):

- NCR 500. NCRP Skills, Concepts and Tools (3)
- NCR 503. Ethics of Negotiation, Conflict Resolution and Peacebuilding (3)
- NCR 504. Theories of Conflict (3)
- NCR 507. Seminar: Research Design and Interpretation (3)
- NCR 508. Communication and Conflict (3)
- NCR 522. Negotiation Tactics (3)
- NCR 525. Mediation (3)
- NCR 544. Alternative Dispute Resolution Processes (3)

B. Elective Courses: (9-12 units) select 3-4 courses from the following:

- NCR 527. Arbitration (3)
- NCR 529. Internship in Conflict Resolution (3)
- NCR 530. Online Dispute Resolution (3)
- NCR 531. Marital and Family Mediation (3)
- NCR 532. Dispute Resolution Clinical Studies (3)
- NCR 533. Labor Conflict (3)
- NCR 535. Organizational Conflict (3)
- NCR 536. Dispute Resolution for Sports (3)
- NCR 537. International Negotiation, Conflict Resolution and Peacebuilding (3)
- NCR 538. Seminar: Public Policy Conflict (3)
- NCR 540. Seminar: Community Conflict (3)

NCR 541. Restorative Justice and Peacebuilding (3)
NCR 542. Collaborative Law (3)
NCR 543. Reducing School Violence Through Conflict Resolution (3)
NCR 545. Intercultural Conflict Resolution (3)
NCR 546. Conflict and the Media (3)
MFT 580. Cross-cultural Family Values and Behavior (3)
MFT 584. Legal and Ethical Aspects of Counseling (3)

NOTES:

1. NCR 595 Seminar in Special Topics (1-3) is offered as an elective on a selected basis, no one topic to exceed six units.
2. Failure to satisfy the GVAR by the completion of the first semester of the student's enrollment in the program will prevent the student from continuing in the program until satisfaction of the requirement.

C. Capstone (3-6 units)

Portfolio (or thesis if approved under special circumstances)

1. Portfolio (3 units)

NCR 591. Seminar: NCR Capstone Course (3) or

2. Thesis (0-6 units)

NCR 598. Directed Research in Negotiation, Conflict Resolution and Peacebuilding (3)

NCR 599. Thesis in Negotiation, Conflict Resolution and Peacebuilding (1-3)

Post Master's Certificate in Conflict Analysis and Resolution (18 units)

The certificate program is designed for graduates of the NCRP MA Degree program (or a closely related field), or law graduates interested in developing specialized skills useful in their field of choice for specialization through advanced comprehensive understanding of their topic or in further graduate work.

A. Required Course (6 units):

NCR 529. Internship: Conflict Resolution (3, 3)

B. Specific program design created with an additional 12 units from among the following courses.

NCR 525. Mediation (3)

NCR 527. Arbitration (3)

NCR 530. Online Dispute Resolution (3)

NCR 531. Marital and Family Mediation (3)

NCR 532. Dispute Resolution Clinical Studies (3)

NCR 533. Labor Conflict (3)

NCR 535. Organizational Conflict (3)

NCR 536. Dispute Resolution for Sports (3)

NCR 537. International Negotiation, Conflict Resolution and Peacebuilding (3)

NCR 538. Seminar: Public Policy Conflict (3)

NCR 540. Seminar: Community Conflict (3)

NCR 541. Restorative Justice and Peacebuilding (3)
NCR 542. Collaborative Law (3)
NCR 543. Reducing School Violence Through Conflict Resolution (3)
NCR 544. Alternative Dispute Resolution Processes (3)
NCR 545. Intercultural Conflict Resolution (3)
NCR 546. Conflict and the Media (3)
NCR 595. Seminar in Special Topics (3)
MFT 580. Cross-cultural Family Values and Behavior (3)
MFT 584. Legal and Ethical Aspects of Counseling (3)

NOTES:

1. With the exception of NCR 529, no course taken as part of the NCRP MA degree may be taken again for the NCRP post-master's certificate.
2. With respect to NCR 529, the same internship used for the course as part of the NCRP MA degree may not be used for the certificate.
3. NCR 595 Seminar in Special Topics is offered as an optional course tailored to a student's specific interests on a selected basis, no one topic to exceed six units.

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

Lower Division

NCR 289 Key Issues in Peacebuilding (3).

Introduction to theories of peace, conflict and violence. Emphasis is on interdisciplinary character of peacebuilding and application of theories and methods. Students gain understanding of the nature of social conflict, causes of violence and the meanings of peacebuilding.

NCR 290 Introduction to Negotiation Theory (3).

Prerequisites: Sophomore standing and instructor approval.

Consideration of theories used in bargaining at all levels of society to understand why negotiation is the underlying art in human affairs. Students will acquire ability to appropriately select and apply tools on negotiation to conflict resolution and peacebuilding.

NCR 291 Psychology of Peacebuilding (3).

Examines how psychological processes, cognitive and emotional, individual and collective, combine with external factors in causing violence. How these psychological insights can help prevent and resolve violent conflicts is examined through consideration of peacebuilding approaches.

Upper Division

NCR 387 Environment and Peacebuilding (3).

Peacebuilding and conflict transformation combine with ecology and in an effort to reconsider the human relationship system as it combines with our environment. Explores how society might foster environmental improvements and sustainable development to achieve successful peacebuilding goals.

NCR 390 Fundamentals of Conflict Resolution and Peacebuilding (3).

Prerequisite: NCR 290.

Consideration of conflict resolution, war, peace and the global system, as well as cross-cultural issues and methods for resolution of conflicts specific to those issues.

NCR 405 Research Methods in Negotiation, Conflict Resolution and Peacebuilding (3).

Prerequisites: NCR 290 and NCR 390.

Instructs in strategic research approaches used to develop new tools, methods or projects for analysis emphasizing theoretical, analytical, research and practical skills in writing and critical thinking in the field of negotiation, conflict resolution and peacebuilding.

NCR 410 NCRP Pedagogy (3).

Prerequisites: NCR 290, NCR 390, and NCR 405.

Preparation for application of knowledge of negotiation, conflict resolution, and peacebuilding in school settings. Explores pedagogies appropriate for the development of conflict resolution skills and techniques as basis for both elective and prescriptive training modules.

NCR 490 Capstone Course: Negotiation, Conflict Resolution and Peacebuilding (3).

Prerequisites: NCR 290, NCR 390, NCR 405 and NCR 410.

Community service learning utilizing outside internships (120 hours) plus weekly class sessions (75 minutes each). Internship will include successful completion of 25-hour mediation skills and techniques training.

Requires demonstration of ability to negotiate and resolve disputes.

NCR 495 Special Topics in NCRP (3).

Intensive study of an issue, concept, theme, or method in Negotiation, Conflict Resolution & Peacebuilding. May be taken for credit only once for the major. Repeatable course.

Graduate

NCR 500 NCRP Skills: Critical Thinking Concepts and Tools (3).

Determining specific purpose and key issues when negotiating, resolving conflict, and building peace. Effective application when reading, writing, speaking, and listening. Questioning information, conclusions, and points of view with clarity, accuracy, precision and relevance.

"Thinking beyond the box" with fairness and logic.

NCR 503 Ethics of Negotiation, Conflict Resolution and Peacebuilding (3).

Prerequisite: NCR 500.

Examines individual group values and perspectives in relation to negotiation, conflict resolution and peacebuilding processes, with special emphasis on analyzing third party intervener's ethical responsibilities and dilemmas. Case studies used to examine and formulate ethical approaches to critical issues.

NCR 504 Theories of Conflict (3).

Prerequisite: NCR 500.

Critical analysis of conflict theories and models among individuals, organizations and governments; exploring causes, functions and effects. Perspectives from anthropology, archaeology, biology, communications, economics, gender studies, geography, history, mathematics, political science, psychology, psychiatry, sociobiology, and sociology.

NCR 507 Seminar: Research Design and Interpretation (3).

Prerequisite: NCR 500, 503 and 504.

Considers various research methods to be used in negotiation, conflict resolution and peacebuilding. Covers research design and the tools needed to conduct basic independent

research. Students develop a compelling research proposal addressing questions of importance to them.

NCR 508 Communication and Conflict (3).

Prerequisite: NCR 500, 503 and 504.

Emphasizes human communication in context of conflict. Addresses challenges to effective communication caused by interpersonal, intrapersonal, intergroup or intragroup conflict, and role of communication in resolving such conflicts. Concentrates on methods of communication most effective in dealing with differences.

NCR 522 Seminar: Negotiation Tactics (3).

Prerequisite: NCR 500, 503 and 504.

Tactics used in negotiations among individuals, institutions, and societies. Planning and conducting personal, corporate, labor, hostage, and diplomatic negotiations. Cross-cultural, ethical, and historical dimensions.

NCR 525 Mediation (3).

Prerequisites: NCR 500, 503, 504, NCR 508, and NCR 522.

Theory and skills including requirements for certification under the California Dispute Resolution Programs Act, especially agreement procedures, case development, consensus building, issue framing and prioritizing, orientations toward conflict, and record keeping.

NCR 529 Internship: Conflict Resolution (3).

Prerequisites Requires approval of program director.

Students will work as interns in agencies in negotiation, conflict resolution and/or peacebuilding, and will consult weekly with a faculty supervisor. A total of 120 hours of agency internship experience will be required to successfully complete the course. An internship for the Post-NCRP MA Certificate may not be the same as the internship used by the student for NCR 529 as part of the NCRP MA Degree Program.

NCR 531 Marital and Family Mediation (3).

Prerequisite: Requires approval of program director.

Separation problems in traditional and nontraditional relationships such as property division and child custody. Legal, tax, and financial aspects. The mediation process. Written and oral agreements.

NCR 533 Labor Conflict (3).

Prerequisite: Requires approval of program director.

Case and historical studies in selected industries. Past, present, and pending court decisions or national and state labor laws. Strategic planning for labor organizations. The process of negotiating a labor contract. Grievance and arbitration procedures.

NCR 535 Organizational Conflict (3).

Prerequisite: Approval of program director.

Origin and types of conflicts which arise within and between complex organizations. Positive and negative effects of Organizational conflict. Exploiting, preventing, containing, escalating, and resolving conflict.

NCR 536 Dispute Resolution for Sports (3).

Prerequisite: Approval of program director.

Examines sports law and dispute resolution utilizing particularly the processes of arbitration and mediation. Focuses on players, owners, agents and unions, as well as other areas of conflict such as free agency and player attitude and disloyalty.

NCR 537 International Negotiation, Conflict Resolution and Peacebuilding (3).

Prerequisite: Approval of program director.

Study of selected international conflicts involving complex issues such as culture, ethnicity, politics and religion. Considers common misconceptions concerning diplomacy. Encourages students to appreciate approaches to negotiation, conflict resolution and peacebuilding as vehicles for successful grassroots impact on peace efforts.

NCR 538 Seminar: Public Policy Conflict (3).

Prerequisites: NCR 504, NCR 507, NCR 508, NCR 522, NCR 525 and NCR 544.

Considers constructive and timely approaches to resolving conflicts arising over use, conservation, and restoration of environment, natural resources, and public lands. Examines basic principles, mechanisms and strategies for engaging federal agencies in effective environmental conflict resolution and collaborative problem solving.

NCR 540 Seminar: Community Conflict (3).

Prerequisite: Requires approval of program director.

The impact of system dynamics on conflict management in communities from neighborhoods to nations. Implications of system dynamics for specifying goals and planning interventions to achieve them, from pre-emptive to corrective. Implications for training and organization.

NCR 541 Restorative Justice and Peacebuilding (3).

Prerequisite: Requires approval of program director.

Addresses respective needs of crime victims and offenders ignored by criminal justice system and international community. Retribution abandoned in favor of restorative model based on needs of victims, offenders and community, achieved through application of conflict resolution and peacebuilding processes.

NCR 543 Reducing School Violence Through Conflict Resolution (3).

Prerequisite: Requires approval of program director.

Practical strategies to teach students to be peacemakers to reduce violence in schools. Discusses how schools can create cooperative learning environment where students learn how to negotiate and mediate peer conflicts and teachers use academic controversies to enhance learning.

NCR 544 Alternative Dispute Resolution Processes (3).

Prerequisites: NCR 500, NCR 503 and NCR 504.

Surveys a variety of process choices in dispute resolution. Recognizing that litigation may not be appropriate in many cases. Course examines alternatives such as negotiation, mini-trial, mediation, panel evaluation, summary jury trial, private judging, arbitration, and use of special masters.

NCR 545 Intercultural Conflict Resolution (3).

Prerequisite: Requires approval of program director.

Presents overview of intercultural communication negotiation and conflict resolution. Emphasizes understanding of values of intercultural as well as interreligious diversity in our increasingly interdependent world, nation and local communities. Encourages awareness of cultural perspective and socialization.

NCR 546 Conflict and the Media (3).

Prerequisite: Requires approval program director.

Examines the role of mass media in conflict resolution and peacebuilding, and its influence on world's most intractable conflicts as well as support of peace initiatives. Considers how media can serve as part of the problem or part of the solution.

NCR 591 Seminar: NCR Capstone Course (3).

Prerequisites: All required and elective courses.

Course is designed to enable students to demonstrate integration of knowledge of the field and critical and independent thinking. Preparation and delivery (oral and written) of culminating event under supervision of instructor. Faculty approval of written portfolio and successful oral defense required for graduation. CR grade insufficient by itself. CR/NC grading. Repeatable for six units.

NCR 595 Seminar: Special Topics in Negotiation, Conflict Resolution and Peacebuilding (1-3).

Prerequisite: Requires approval of program director.

Study of a current topic in Negotiation, Conflict Resolution and Peacebuilding. Repeatable for total of six units.

NCR 597 Directed Reading in Negotiation, Conflict Resolution and Peacebuilding (3).

Prerequisites: Requires approval of program director.

In consultation with a faculty member, completion of readings for orientation to a little known topic; or as background for writing a thesis proposal (the concept for which has previously been approved by the NCR program director). CR/NC grading. Repeatable for total of six units.

NCR 598 Directed Research in Negotiation, Conflict Resolution and Peacebuilding (3).

Prerequisites: Requires approval of program director.

Conduct of pilot studies, development of research instruments, or similar independent research in preparation for the thesis, under the supervision of a faculty member in any area of Negotiation, Conflict Resolution and Peacebuilding. CR/NC grading.

NCR 599 Thesis in Negotiation, Conflict Resolution and Peacebuilding (1-3).

Prerequisites: Requires approval of program director.

In consultation with a faculty member, writing of a master's thesis in Negotiation, Conflict Resolution and Peacebuilding that has previously been approved by the NCR program director. Then, if thesis approved by faculty and oral defense successful, three units replace NCR 591 as culminating event. CR grade insufficient by itself. Choice of area requires prior approval of NCR program director. CR/NC grading.

NCR 600 Graduate Continuation Course (0).

Graduate students who have completed their course work but not their culminating event or who have other requirements remaining for the completion of their degree, may maintain continuous attendance by enrolling in this course. Signature of graduate program director required.

Infrequently Offered Courses

The following courses are scheduled on a "demand" basis. Students should consult the department office for information about the next scheduled offering.

NCR 527 Arbitration (3).

Prerequisites: Approval of program director.

Compulsory and noncompulsory arbitration of grievances in public, private, corporate, labor, and international disputes. Case studies explore the arbitration role in unique settings.

NCR 530 Online Dispute Resolution (ODR) (3).

Prerequisite: Requires approval of program director.

Addresses emerging practice of conflict resolution in cyberspace. ODR utilizes online resources as the "fourth party" collaborating with the traditional third party in resolving conflicts more efficiently and less expensively.

NCR 532 Dispute Resolution Clinical Studies (3).

Prerequisite: Requires approval of program director.

Provides a forum in which all students, staff, and faculty can creatively process and resolve conflict rather than allowing hostilities to build toward violence or adjudication. Each semester, conducts a basic mediation skills training for campus and surrounding communities.

NCR 542 Collaborative Law (3).

Prerequisite: Requires approval of program director.

Lawyers' and clients' cooperative voluntary conflict resolution process. Emphasizes shared belief that it is in best interest of parties to avoid adversarial proceedings. Commitment to resolving differences with minimal conflict and working together to create shared solutions to the issues.

OCCUPATIONAL THERAPY

College of Health, Human Services, and Nursing

Master of Science

Faculty

Diane Mayfield, Program Director

Mary Groves, Yan-hua Huang, Eric Hwang, Terry Peralta-Catipon, Claudia G. Peyton

Program Office WH A-320, (310) 243-2726

Faculty Offices and Activity Centers: WH A-320F, WH A-320H

Program Description

Graduate studies in Occupational Therapy prepare students for a professional career focused on helping people achieve skills and utilize resources to live independent and meaningful lives. The Master of Science in Occupational Therapy degree is offered in consecutive trimesters and requires completion of a minimum of 78 credit hours of course work, a passing score on the comprehensive exam, and successful completion of 6 months of fieldwork (FW II A & B) (18 credits). Students enrolled in the MSOT degree program must maintain a GPA of 3.0 or above. Graduates of the Master of Science in Occupational Therapy (MSOT) degree program will be eligible to sit for the NBCOT examination to become a practicing occupational therapist. Once a successful examination score has been achieved the graduate will be qualified to apply to practice in the state of residence.

The Profession of Occupational Therapy

The practice of occupational therapy means the therapeutic use of everyday life activities (occupations) with individuals or groups for the purpose of participation in roles and situations in home, school, workplace, community and other settings. Occupational therapy services are provided to those who have or are at risk of developing an illness, injury, disease, disorder, condition, impairment, disability, activity limitation, or other participation restriction.

Occupational therapy addresses the physical, cognitive, psychosocial, sensory and other related aspects of performance in a variety of contexts to support engagement in everyday life activities that affect health, well-being, and quality of life (AOTA, 2004).

Academic Advisement

Interested students should contact the Department of Occupational Therapy at (310) 243-2726 or visit www.csudh.edu/cps/hhs/ot for program specific information, application packet and additional information.

Accreditation

The Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE), of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD, 20814-3449. The AOTA telephone number is: (301) 652-AOTA.

Certification: Graduates of the MSOT Program are eligible to sit for the national certification examination for occupational therapists administered by the National Board of Certification in Occupational Therapy (NBCOT). After successful completion of this examination, the graduate will be an Occupational Therapist Registered (OTR).

Licensure: Graduates wishing to practice in the state of California must apply for a state license to practice. State license is based on successful completion of the NBCOT Certification Examination.

Credentialing Requirements: A felony conviction may affect a graduate's ability to sit for the certification examination administered by the National Board for Certification in Occupational Therapy (NBCOT) or to attain state licensure. NBCOT's certification examination application contains character review questions that must be answered by all exam candidates applying for the certification examination. Applicants who answer "yes" to any of these questions must submit an explanation and official documentation regarding their background to NBCOT's Regulatory Affairs Department at the time of application to take the examination. This information will be reviewed by the NBCOT on an individual basis prior to determining exam eligibility.

Also, an individual who is considering entering an educational program or has already entered an educational program can have his or her background reviewed prior to actually applying for the exam by requesting an early determination review. The fee for this review is \$100. If you have additional questions or would like additional information, you may contact the Credentialing Services at NBCOT, located at 800 S. Frederick Avenue, Suite 200, Gaithersburg, Maryland 20877; (301) 990-7979. Contact character.review@nbcot.org.

Admission to the Master of Science in Occupational Therapy Program

Applicants must submit two separate applications to the MSOT Program and to CSU Dominguez Hills. Applications to the program are accepted one time each year. Students planning to seek admission to the program should submit a complete application packet including all supporting materials to the OT office no later than September 15 preceding a spring semester admission to the program. Applications received after September 15 will be considered only if class space is available. For additional information about the admissions process for the Master of Science in Occupational Therapy program, please contact the Department of Occupational Therapy at 310-243-2726 or refer to the website www.csudh.edu/cps/hhs/ot/intro.htm.

Completed applications to the program and supporting documents should be sent (hand-delivered or mailed) to:

College of Health, Human Services, and Nursing
Department of Occupational Therapy
Welch Hall A 300
CSU Dominguez Hills
1000 East Victoria Street
Carson, CA 90747

Applications for admission to CSU Dominguez Hills must be completed on-line at www.csumentor.edu.

Admission Requirements

1. A completed and awarded Bachelor of Arts or Sciences degree from an accredited college or university.
2. Completion of the following prerequisites (must be within the last ten years):
3.
 - Human Anatomy with laboratory (3 Credits)
 - Human Physiology with laboratory (3 Credits)
 - Developmental Psychology or Human Development (Across the Lifespan) (3 Credits)

- Abnormal Psychology (3 Credits)
 - Statistics (3 Credits)
4. A minimum cumulative GPA of 3.0 in bachelor's degree and pre-requisite coursework.
 5. Completion of 80 hours of documented volunteer experience under the supervision of a registered occupational therapist.
 6. Three letters of recommendation: one letter from the occupational therapist supervising volunteer hours and two from professionals that can attest to student's ability to complete graduate coursework.
 7. A minimum combined Verbal and Quantitative GRE Scores of 800 if the exam was taken prior to August 1, 2011. For GRE taken after August 1, 2011, the required minimum scores are 140 on the Quantitative Reasoning and 146 on the Verbal Reasoning sections. A minimum Analytic Writing score of 4 is required. * Note GRE scores must be within the last five years.
 8. Completed applications to both the CSUDH Graduate School and the Occupational Therapy Program.
 9. A personal interview with members of the Occupational Therapy Program Admissions Committee may be required.
 10. If accepted completion of the CSUDH medical history questionnaire and physical examination with proof of required immunizations.
 11. Attendance to an MSOT Information Session prior to applying to the program.

Transportation

Students will be responsible for transportation and housing during Fieldwork Levels I and II and may be required to attend a Fieldwork II experience in neighboring states.

Uniforms

Uniforms or a CSUDH polo shirt are required during fieldwork. Laboratory coats may be required in some fieldwork settings. Purchase of a lab coat, school patch, CSUDH polo shirt/uniform and name tag are the responsibility of the student.

Health Insurance/Immunizations

Student must have evidence of health insurance and a record of current and past immunizations at the time of admission into the program.

Fingerprinting and Background Check

Students may be required to complete and submit a Live Scan Fingerprint and criminal background check as preparation for some Fieldwork Levels I and II. Many centers hosting Fieldwork students serve vulnerable populations that by law require the background check of all service providers and student affiliates. The results of the Live Scan will be held in strict confidentiality.

Physical Examination

Students admitted to the program will be required to supply evidence of a completed physical examination and immunization records. Physical exams can be completed by the family physician or Student Health Center if the student is a member of the student health program. A form will be provided at the time of admission into the program.

Program Objectives for Occupational Therapy

The objectives of the Master of Science in Occupational Therapy Program are to prepare therapists that:

1. Demonstrate entry-level knowledge of the basic and clinical sciences and skills essential to the practice of occupational therapy;

2. Use knowledge of how humans construct meaning and seek adaptation through occupation across the lifespan;
3. Demonstrate mastery of entry-level professional clinical skills, specific to all areas identified in the Frameworks for Occupational Therapy Practice;
4. Serve the needs of diverse and under-served populations with demonstrated sensitivity to psychosocial identity and cultural and ethnic heritage;
5. Implement occupational therapy services that maintain health and wellness and remediate dysfunction;
6. Apply principles and constructs of ethics to individual, institutional and societal problems and demonstrate competence in developing appropriate resolutions to these problems;
7. Identify researchable problems, advocate for and participate in research, and incorporate findings into clinical practice;
8. Provide scholarly contributions to the knowledge base of the profession through written and oral communication;
9. Relate theory with practice and use research evidence to think critically about or adapt new and existing practice environments based on population needs and research evidence;
10. Participate in advocacy and educational roles with patients and their families, students, and others in community and clinical settings;
11. Serve as practitioners and leaders who can influence practice, education, and policy development;
12. Assume leadership roles at the local, state, national and international levels in occupational therapy and in health professions;
13. Achieve success in Fieldwork settings, the national board examination and become licensed to practice occupational therapy.

Master of Science in Occupational Therapy

Total Course Requirements for the Master's Degree (96 units)

- Completion of a B.S. or B.A. in another field of study.
- Completion of specific prerequisites for admission to the program.
- Completion of the following didactic and clinical courses in the sequence offered:

The entry level Master of Science in Occupational Therapy Program is comprised of 96 units of entry-level professional didactic and clinical coursework offered in a Trimester format including Summer Sessions. Courses are listed by course number and title as a sequence of seven consecutive semesters, five didactic and two full-time clinical internships.

A. Semester One (16 units):

OTR 500. Person, Environment, Occupation Interactions (2)

OTR 502. History of Occupation (2)

OTR 504. Activities Across the Lifespan (3)

OTR 506. Interactive Reasoning and Group Leadership (3)

OTR 508. Professional Development Seminar- Portfolio I: Introduction to E-Portfolio (1)

OTR 510. Introduction to Frameworks for Occupational Therapy Practice (2)

OTR 512. Human Anatomy (3)

B. Semester Two (17 units):

OTR 515. Occupations Across the Lifespan I – Adolescents (3)

OTR 517. Occupation-Based Assessments I – Adolescents (1)

- OTR 519. Occupation-Based Interventions I – Adolescents (2)
- OTR 521. Conditions Affecting Health I – Adolescents (2)
- OTR 523. Case Seminar I – Adolescents (1)
- OTR 525. OT Research I- Qualitative Research Methods for Health Professionals (2)
- OTR 527. Foundations for Kinesiology for Occupational Therapists (4)
- OTR 529. Level I Fieldwork – Adolescents (1)
- OTR 530. Professional Development Seminar- Portfolio II: Ethics (1)

C. Semester Three (16 units):

- OTR 535. Occupations Across the Lifespan II – Pediatrics (3)
- OTR 537. Occupation-Based Assessments II – Pediatrics (1)
- OTR 539. Occupation-Based Interventions II – Pediatrics (2)
- OTR 541. Conditions Affecting Health II – Pediatrics (2)
- OTR 543. Case Seminar II – Pediatrics (1)
- OTR 547. Neurological Foundations of Occupation (5)
- OTR 550. Level I Fieldwork – Pediatrics (1)
- OTR 552. Professional Development Seminar- Portfolio III: Qualitative Research Project (1)

D. Semester Four (14 units):

- OTR 545. OT Research II- Quantitative Research Methods for Health Professions (3)
- OTR 553. Professional Development Seminar- Portfolio IV: Evidence-Based Practice in Occupational Therapy (1)
- OTR 555. Occupations Across the Lifespan III – Adults (3)
- OTR 557. Occupation-Based Assessments III – Adults (1)
- OTR 559. Occupation-Based Interventions III – Adults (2)
- OTR 561. Conditions Affecting Health III – Adults (2)
- OTR 563. Case Seminar III – Adults (1)
- OTR 571. Level I Fieldwork – Adults (1)

E. Semester Five (15 units):

- OTR 554. Professional Development Seminar- Portfolio V: Quantitative Research Project (1)
- OTR 567. Administration and Management in Occupational Therapy (2)
- OTR 569. Applications of Adaptive and Assistive Technology in Occupational Therapy (2)
- OTR 575. Occupations Across the Lifespan IV – Geriatrics (3)
- OTR 577. Occupation Based Assessments IV – Geriatrics (1)
- OTR 579. Occupation Based Interventions IV – Geriatrics (2)
- OTR 581. Conditions Affecting Health IV – Geriatrics (2)
- OTR 583. Case Seminar IV – Geriatrics (1)
- OTR 591. Level I Fieldwork – Geriatrics (1)

F. Semester Six (9 units):

- OTR 592. Fieldwork II A (9)

G. Semester Seven (9 units):

- OTR 593. Fieldwork II B (9)

H. Comprehensive Exam

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

Upper Division

OTR 410 Introduction to the Scope of Practice and Conceptual Foundations of Occupational Therapy.

Overview of the complex scope, philosophical foundation, history, practice areas, professional and ethical roles and responsibilities, models of practice, service delivery, professional development, and career growth in occupational therapy. Also explores client populations across the lifespan in various practice settings.

Graduate

OTR 500 Person, Environment, Occupation Interaction (2).

Co-requisites: OTR 502, OTR 504, OTR 506, OTR 508, OTR 510, and OTR 512.

Emphasizes the importance of occupational engagement to health and the relationship that exists between individuals, occupations and environments. Students will be challenged to explore the person-environment-occupation model centered on persons and the occupations they fulfill within their everyday environment.

OTR 502 History of Occupation (2).

Co-requisites: OTR 500, OTR 504, OTR 506, OTR 508, OTR 510, and OTR 512.

A historical survey of the development of the profession and the study of the occupational nature of human beings. Review of how leaders of the profession have articulated occupation and the therapeutic applications across time.

OTR 504 Activities Across the Lifespan (3).

Co-requisites: OTR 500, OTR 502, OTR 506, OTR 508, OTR 510, and OTR 512.

Introduction to how activities used as meaningful occupations can be used as therapeutic interventions. Individual and group experience with media and how to identify, analyze and adapt activities for their potential as treatment modalities is emphasized.

OTR 506 Interactive Reasoning and Group Leadership (3).

Co-requisites: OTR 500, OTR 502, OTR 504, OTR 508, OTR 510, and OTR 512.

Introduction to the historical, theoretical underpinnings and application of group work to populations spanning the lifespan.

OTR 508 Professional Development Seminar- Portfolio I: Introduction to E-Portfolio (1).

Co-requisites: OTR 500, OTR 502, OTR 504, OTR 506, OTR 510, and OTR 512.

Introduces process of professional portfolio development; orients students to the steps toward portfolio completion; introduces critical thinking and reflective learning methods; provides students with experiences in self-directed learning; reviews the development of a research proposal in planning research.

OTR 510 Introduction to Frameworks for Occupational Therapy Practice (2).

Co-requisites: OTR 500, OTR 502, OTR 504, OTR 506, OTR 508, OTR 512.

Introduction to fundamental theoretical concepts of occupational therapy practice; philosophy; terminology; professional roles delineation; ethics; scope and models of practice.

OTR 512 Human Anatomy (3).

Co-requisites: OTR 500, OTR 502, OTR 504, OTR 506, OTR 508, OTR 510.

Advanced study of human body by means of review of Web based materials specific to dissection and identification of select specimens and structures of the body.

OTR 515 Occupations Across the Lifespan I – Adolescents (3).

Prerequisites: OTR 500, OTR 502, OTR 504, OTR 506, OTR 508, OTR 510, OTR 512.

Co-requisites: OTR 517, OTR 519, OTR 521, OTR 523, OTR 525, OTR 527, OTR 529, and OTR 530.

Explores development of activity patterns associated with adolescent occupational choice, roles, routines, habit formation and attributed meaning. Focus is on adolescent development and life transition.

OTR 517 Occupation-Based Assessment I – Adolescents (1).

Prerequisites: OTR 500, OTR 502, OTR 504, OTR 506, OTR 508, OTR 510, and OTR 512.

Co-requisites: OTR 515, OTR 519, OTR 521, OTR 523, OTR 525, OTR 527, OTR 529, and OTR 530.

Introduction to occupational therapy assessments used in the evaluation process with adolescent populations. Students will have experiences in administration, scoring of standardized and non-standardized assessments and interpretation of data.

OTR 519 Occupation-Based Intervention I – Adolescents (2).

Prerequisites: OTR 500, OTR 502, OTR 504, OTR 506, OTR 508, OTR 510, OTR 512.

Co-requisites: OTR 515, OTR 517, OTR 521, OTR 523, OTR 525, OTR 527, OTR 529, OTR 530.

Introduction to the occupational therapy interventions most commonly utilized in treatment settings specific to adolescent populations.

OTR 521 Conditions Affecting Health I – Adolescents (2).

Prerequisites: OTR 500, OTR 502, OTR 504, OTR 506, OTR 508, OTR 510, OTR 512.

Co-requisites: OTR 515, OTR 517, OTR 519, OTR 523, OTR 525, OTR 527, OTR 529, OTR 530.

Theoretical approaches and models of practice commonly used with this population will be discussed in association with conditions that affect adolescents' ability to engage in meaningful occupations common to this development level.

OTR 523 Case Seminar I – Adolescents (1).

Prerequisites: OTR 500, OTR 502, OTR 504, OTR 506, OTR 508, OTR 510, OTR 512.

Co-requisites: OTR 515, OTR 517, OTR 519, OTR 521, OTR 525, OTR 527, OTR 529, OTR 530.

Seminar format to provide opportunities for students to hear first-hand occupational profiles and personal narratives of adolescents and their families as they are engaged in discussions of issues relative to problems in domains of occupational engagement.

OTR 525 OT Research I- Qualitative Research Methods for Health Professionals (2).

Prerequisites: OTR 500, OTR 502, OTR 504, OTR 506, OTR 508, OTR 510, OTR 512.

Co-requisites: OTR 515, OTR 517, OTR 519, OTR 521, OTR 523, OTR 527, OTR 529, OTR 530.

Explores the role of qualitative research in developing a deeper understanding of client populations and the development of theory in occupational therapy. Research design, data collection strategies, and methods of analysis will be discussed.

OTR 527 Foundations of Kinesiology for Occupational Therapy (4).

Prerequisites: OTR 500, OTR 502, OTR 504, OTR 506, OTR 508, OTR 510, OTR 512.

Co-requisites: OTR 515, OTR 517, OTR 519, OTR 521, OTR 523, OTR 525, OTR 529, OTR 530.

The course consists of lectures, activity analyses, and case studies designed to provide students with diverse opportunities to integrate key concepts of kinesiology into an understanding of how movement and loss of movements may impact performance of complex, everyday occupations.

OTR 529 Fieldwork I – Adolescents (1).

Prerequisites: OTR 500, OTR 502, OTR 504, OTR 506, OTR 508, OTR 510, OTR 512.

Co-requisites: OTR 515, OTR 517, OTR 519, OTR 521, OTR 523, OTR 525, OTR 527, OTR 530.

Fieldwork offers on-site clinical experiences with populations commonly served in OT practice settings for adolescent. Clinical experiences support co-requisite coursework and will rely on first semester course materials.

OTR 530 Professional Development Seminar- Portfolio II: Ethics (1).

Prerequisites: OTR 500, OTR 502, OTR 504, OTR 506, OTR 508, OTR 510, OTR 512.

Co-requisites: OTR 515, OTR 517, OTR 519, OTR 521, OTR 523, OTR 525, OTR 527, OTR 529.

Introduction to ethics theory and principles as applied to common occupational therapy clinical situations and opportunities to analyze and solve ethical dilemmas. Overview of legal principles that may impact ethical decision-making.

OTR 535 Occupations Across the Lifespan II – Pediatrics (3).

Prerequisites: OTR 515, OTR 517, OTR 519, OTR 521, OTR 523, OTR 525, OTR 527, OTR 529, OTR 530.

Co-requisites: OTR 537, OTR 539, OTR 541, OTR 543, OTR 547, OTR 550, OTR 552.

Provides the theoretical foundations and frames of reference to understand pediatric populations and their family's occupations. Explores the developmental impact of contexts, family, and child factors that promote or limit engagement in occupations and co-occupations from infancy through school age.

OTR 537 Occupation-Based Assessment II – Pediatrics (1).

Prerequisites: OTR 515, OTR 517, OTR 519, OTR 521, OTR 523, OTR 525, OTR 527, OTR 529, OTR 530.

Co-requisites: OTR 535, OTR 539, OTR 541, OTR 543, OTR 547, OTR 550, OTR 552.

A professional course that focuses on the assessment foundations and the tools of occupational therapy practice with the pediatric and adolescent populations (birth-12 years), including domains of concern, models of practice and frames of reference; the evaluation process and evaluation tools commonly seen in pediatric OT practice.

OTR 539 Occupation-Based Intervention II – Pediatrics (2).

Prerequisites: OTR 515, OTR 517, OTR 519, OTR 521, OTR 523, OTR 525, OTR 527, OTR 529, OTR 530.

Co-requisites: OTR 535, OTR 537, OTR 541, OTR 543, OTR 547, OTR 550, OTR 552.

Emphasizes synthesis and application of foundational knowledge and content from concurrent courses to the OT process for intervention planning, intervention implementation and intervention review. Issues in evidence-based practice for pediatric populations will be addressed.

OTR 541 Conditions Affecting Health II – Pediatrics (2).

Prerequisites: OTR 515, OTR 517, OTR 519, OTR 521, OTR 523, OTR 525, OTR 527, OTR 529, 530.

Co-requisites: OTR 535, OTR 537, OTR 539, OTR 543, OTR 547, OTR 550, OTR 552.

The application of knowledge of at-risk and diagnostic conditions to the occupational performance of children and their families. The role of genetics, body structures, functions, and the environment in the presence of developmental issues from conception through adolescence will be addressed.

OTR 543 Case Seminar II – Pediatrics (1).

Prerequisites: OTR 515, OTR 517, OTR 519, OTR 521, OTR 523, OTR 525, OTR 527, OTR 529, OTR 530.

Co-requisites: OTR 535, OTR 537, OTR 539, OTR 541, OTR 547, OTR 550, OTR 552.

Seminar provides opportunities for students to hear first-hand from families and children with special needs and discuss issues relative to diagnosis, occupational therapy assessment and interventions, service delivery, as well as the contexts in which children and their families participate.

OTR 545 OT Research II- Quantitative Research Methods for Health Professions (3).

Prerequisites: OTR 535, OTR 537, OTR 539, OTR 541, OTR 543, OTR 552, OTR 547, OTR 550.

Co-requisites: OTR 553, OTR 555, OTR 557, OTR 559, OTR 561, OTR 563, OTR 571.

A review of clinical research methodology and designs with emphasis on interpreting and utilizing research results and the impact of research on evidence-based practice in occupational therapy. Students will develop feasible research proposals related to occupational therapy practice.

OTR 547 Neurological Foundations of Occupation (5).

Prerequisites: OTR 515, OTR 517, OTR 519, OTR 521, OTR 523, OTR 525, OTR 527, OTR 529, and OTR 530.

Co-requisites: OTR 535, OTR 537, OTR 539, OTR 541, OTR 543, OTR 550, and OTR 552.

Foundational knowledge of how the human nervous system serves as the foundation for occupational choice and occupational engagement. Designed to provide opportunities to learn the structures and functional organization of the nervous system related to the performance of everyday occupations.

OTR 550 Level I Fieldwork – Pediatrics (1).

Prerequisites: OTR 515, OTR 517, OTR 519, OTR 521, OTR 523, OTR 525, OTR 527, OTR 529, and OTR 530.

Co-requisites: OTR 535, OTR 537, OTR 539, OTR 541, OTR 543, OTR 547, and OTR 552.

Fieldwork offers on-site clinical experiences with populations commonly served in OT practice settings with infants and toddlers. Clinical experiences support co-requisite coursework and will rely on first semester course materials.

OTR 552 Professional Development Seminar- Portfolio III: Qualitative Research Project (1).

Prerequisites: OTR 515, OTR 517, OTR 519, OTR 521, OTR 523, OTR 525, OTR 527, OTR 529, and 530.

Co-requisites: OTR 535, OTR 537, OTR 539, OTR 541, OTR 543, OTR 547, and OTR 550.

Portfolio III links student interest with co-requisite coursework and the development of a research paper and professional quality presentation. Simultaneously, the student is mentored through planned research activities by the course instructors.

OTR 553 Professional Development Seminar- Portfolio IV: Evidence-Based Practice in Occupational Therapy (1).

Prerequisites: OTR 535, OTR 537, OTR 539, OTR 541, OTR 543, OTR 547, OTR 550, and OTR 552.

Co-requisites: OTR 545, OTR 555, OTR 557, OTR 559, OTR 561, OTR 563 and OTR 571. Portfolio IV links student interests with coursework and the understanding of the concept of Evidence-Based Rehabilitation as applied to occupational therapy practice. Simultaneously, the student is mentored through planned learning activities and the development of an evidence-based research paper.

OTR 554 Professional Development Seminar- Portfolio V: Quantitative Research Project (1).

Prerequisites: OTR 553, OTR 545, OTR 555, OTR 557, OTR 559, OTR 561, OTR 563, and OTR 571.

Co-requisites: OTR 567, OTR 569, OTR 575, OTR 577, OTR 579, OTR 581, OTR 583, and OTR 591.

Portfolio V involves completion of a quantitative research project as part of the professional development portfolio. The course also provides an opportunity to present written and oral summary of completed portfolio activities and research papers to faculty and students.

OTR 555 Occupation Across the Lifespan III – Adult (3).

Prerequisites: OTR 535, OTR 537, OTR 539, OTR 541, OTR 543, OTR 547, OTR 550, and OTR 552.

Co-requisites: OTR 545, OTR 553, OTR 557, OTR 559, OTR 561, OTR 563 and OTR 571.

Provides the theoretical foundations and frames of reference to understand adult populations and their families occupations. Explores the impact of contexts, family, and other factors that promote or limit engagement in occupations and co-occupations of adult populations.

OTR 557 Occupation-Based Assessment III – Adults (1).

Prerequisites: OTR 535, OTR 537, OTR 539, OTR 541, OTR 543, OTR 547, OTR 550, and OTR 552.

Co-requisites: OTR 545, OTR 553, OTR 555, OTR 559, OTR 561, OTR 563 and OTR 571.

Development of skills of assessment and evaluation of occupational performance in the context of current frames of reference, and the exploration of the impact that physical and psychosocial dysfunction can have on performance roles, tasks, and activities of adulthood.

OTR 559 Occupation-Based Interventions III – Adult (2).

Prerequisites: OTR 535, OTR 537, OTR 539, OTR 541, OTR 543, OTR 547, OTR 550, and OTR 552.

Co-requisites: OTR 545, OTR 553, OTR 555, OTR 557, OTR 561, OTR 563 and OTR 571.

Synthesis and application of foundational content from concurrent courses to the OT process for intervention planning, intervention implementation and intervention review. Issues in evidence-based practice for adult populations will be addressed through practical learning experiences with clinical cases.

OTR 561 Conditions Affecting Health III – Adults (2).

Prerequisites: OTR 535, OTR 537, OTR 539, OTR 541, OTR 543, OTR 547, OTR 550, and OTR 552.

Co-requisites: OTR 545, OTR 553, OTR 555, OTR 557, OTR 559, OTR 563 and OTR 571.

A professional course that focuses on common occupational performance dysfunctions secondary to medical, biophysical, and psychosocial conditions in adults 18-55 years old.

OTR 563 Case Seminar III – Adult (1).

Prerequisites: OTR 535, OTR 537, OTR 539, OTR 541, OTR 543, OTR 547, OTR 550, and OTR 552.

Co-requisites: OTR 545, OTR 553, OTR 555, OTR 557, OTR 559, OTR 561 and OTR 571.
Seminar format to provide opportunities for students to hear first-hand the life stories of adults living with disabilities acquired through illness, disability or trauma.

OTR 567 Administration and Management in Occupational Therapy (2).

Prerequisites: OTR 545, OTR 553, OTR 555, OTR 557, OTR 559, OTR 561, OTR 563 and OTR 571.

Co-requisites: OTR 554, OTR 569 OTR 575, OTR 577, OTR 579, OTR 581, OTR 583, OTR 591.

Presentation and discussion of current concepts and trends in the administration and management in occupational therapy practice. Challenges students to explore the various facets of occupational therapy management in a constantly changing health care environment.

OTR 569 Application of Adaptive and Assistive in Occupational Therapy (2).

Prerequisites: OTR 545, OTR 553, OTR 555, OTR 557, OTR 559, OTR 561, OTR 563 and OTR 571.

Co-requisites: OTR 554, OTR 567, OTR 575, OTR 577, OTR 579, OTR 581, OTR 583, OTR 591.

RESNA technology competencies for occupational therapists, state and federal laws effecting availability or acquisition of assistive technology, assessments used in evaluation for technology prescription, seating and wheelchair measurements, computer input devices, augmentative communication, environmental controls, use of universal design.

OTR 571 Fieldwork I – Adults (1).

Prerequisites: OTR 535, OTR 537, OTR 539, OTR 541, OTR 543, OTR 547, OTR 550, and OTR 552.

Co-requisites: OTR 545, OTR 553, OTR 555, OTR 557, OTR 559, OTR 561 and OTR 563.
Offers on-site clinical experiences with populations commonly served in OT practice settings with adult clients. Clinical experiences support co-requisite coursework and will rely on first semester course materials.

OTR 575 Occupations Across the Lifespan IV – Geriatrics (3).

Prerequisites: OTR 545, OTR 553, OTR 555, OTR 557, OTR 559, OTR 561, OTR 563 and OTR 571.

Co-requisites: OTR 554, OTR 567, OTR 569, OTR 577, OTR 579, OTR 581, OTR 583, and OTR 591.

Focused on theoretical foundations of occupational therapy used in working with the geriatric population. Explores the value and meaning of occupation to the health and well being of elderly and frail elderly adults within cultural and temporal contexts.

OTR 577 Occupation-Based Assessment IV – Geriatrics (1).

Prerequisites: OTR 545, OTR 553, OTR 555, OTR 557, OTR 559, OTR 561, OTR 563 and OTR 571.

Co-requisites: OTR 554, OTR 567, 569, OTR 575, OTR 579, OTR 581, OTR 583, and OTR 591.

Focuses on the assessment of older adult and frail elderly served in occupational therapy practice, including person, environment, occupation interaction, domains of concern, models of practice and frames of reference seen in OT practice with adults.

OTR 579 Occupation-Based Interventions IV – Geriatrics (2).

Prerequisites: OTR 545, OTR 553, OTR 555, OTR 557, OTR 559, OTR 561, OTR 563 and OTR 571.

Co-requisites: OTR 554, OTR 567, OTR 569, OTR 575, OTR 577, OTR 581, OTR 583, and OTR 591.

Synthesis and application of foundational content from current courses to the OT process for intervention planning. Intervention implementation and intervention review. Evidence-based practice for geriatric populations will be addressed and students will have opportunities to engage in practical learning experiences.

OTR 581 Conditions Affecting Health IV – Geriatrics (2).

Prerequisites: OTR 545, OTR 553, OTR 555, OTR 557, OTR 559, OTR 561, OTR 563 and OTR 571.

Co-requisites: OTR 554, OTR 567, OTR 569, OTR 575, OTR 577, OTR 579, OTR 583, and OTR 591.

A professional course focused on common occupational performance dysfunctions secondary to medical, biophysical, and psychosocial conditions in the elderly and frail elderly adult (older than 55 and 85 years respectively).

OTR 583 Case Seminar IV – Geriatrics (1).

Prerequisites: OTR 545, OTR 553, OTR 555, OTR 557, OTR 559, OTR 561, OTR 563 and OTR 571.

Co-requisites: OTR 554, OTR 567, OTR 569, OTR 575, OTR 577, OTR 579, OTR 583, and OTR 591.

Life narratives of elders and frail elders and their family members will be facilitated to engage in discussions on issues relative to their personal life situations, occupational history and profile.

OTR 591 Level I Fieldwork – Geriatrics (1).

Prerequisites: OTR 545, OTR 553, OTR 555, OTR 557, OTR 559, OTR 561, OTR 563 and OTR 571.

Co-requisites: OTR 554, OTR 567, OTR 569, OTR 575, OTR 577, OTR 579, OTR 583, and OTR 591.

Fieldwork offers on-site clinical experiences with populations commonly served in OT practice settings with elderly clients. Clinical experiences support co-requisite coursework and will rely on first semester course materials.

OTR 592 Fieldwork II A (9).

Prerequisites: OTR 554, OTR 567, OTR 569, OTR 575, OTR 577, OTR 579, OTR 581, OTR 583, OTR 591.

Completion of 12 weeks or approximately 480 hours of supervised Fieldwork Level II practicum in a community or clinical setting. Documentation of client evaluations, progress notes, and reports as well as provision of resources and delivery of OT services will be explored. CR/NC grading.

OTR 593 Fieldwork II B (9).

Prerequisite: OTR 592.

Completion of 12 weeks or approximately 480 hours of supervised Fieldwork Level II practicum in a community or clinical setting. Documentation of client evaluations, progress notes, and reports as well as provision of resources and delivery of OT services will be explored. CR/NC grading.

OTR 600 Graduate Continuation Course (0).

Graduate students in MSOT who have other requirements remaining for the completion of their degree or who have completed their course work but not their fieldwork and/or comprehensive exam may maintain continuous attendance by enrolling in this course. Signature of MSOT program director required.

PHILOSOPHY

College of Arts and Humanities

Department of Philosophy

Bachelor of Arts

Philosophy Option

Religious Studies Option

Minor

Philosophy

Religious Studies

Faculty

Sheela Pawar, Department Chair

Dana S. Belu, Brian Gregor

Department Office: LCH A-338, (310) 243-3636

Emeriti Faculty

Charles Fay, William Hagan, John LaCorte, Donald Lewis, Eiichi Shimomisse, Rudy Vanterpool

Program Description

The Philosophy department offers a major and a minor in Philosophy and a minor in Religious Studies. The program provides a strong foundation in the history of Western thought and deals with a variety of ongoing philosophical and religious issues, tracing them from their origins in early Greek and other historical sources to current theories and disputes. The department recognizes the importance of cultural diversity and through its course offerings addresses multicultural concerns.

Features

The faculty members of the Department of Philosophy bring with them a deep interest in their subjects and together provide a wide spectrum of interests and expertise in the areas of both philosophy and religious studies. All of the faculty members hold their doctoral degrees from highly respected universities, and are active in research and writing.

In scheduling classes, the department endeavors to provide sufficient course offerings to permit those students who work the opportunity to complete the major in a timely manner. For full-time students, courses necessary to fulfill the major are offered within a four-semester period.

Academic Advisement

Students should consult an advisor as early as possible so that the most suitable combination of courses can be planned in advance.

Assessment

Students in the Philosophy program are involved in ongoing assessment. As part of the requirements of core courses, journals are required in addition to other written assignments such as research papers. The PHI 490 Seminar functions as a capstone experience in which work generated from previous courses in philosophy is reviewed to assist in determining the overall progress of the student in the Philosophy program.

Preparation

High school students are encouraged to take four years of English and courses in the humanities and sciences.

Transfer students should contact their Advising Center or the CSU Dominguez Hills Philosophy department to identify appropriate lower division major/minor preparatory courses.

Career Possibilities

The study of Philosophy provides students with the mental tools and skills necessary for clear thinking and analysis. This training provides students with the means of more fully understanding the intricacies of virtually any area chosen as a basis for livelihood. For those students interested in doing graduate work in the field or in closely related fields, the major offers a well-rounded preparation for more advanced studies. The bachelor's degree in Philosophy furthermore provides quality preparation for advanced studies in fields such as law and theology. Students might also consider Philosophy as a "second major," providing a balance for their primary major, be it in the humanities or the sciences.

Graduation with Honors

An undergraduate student may be a candidate for graduation with Honors in Philosophy provided he or she meets the following criteria:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum grade point average of 3.5 in all courses used to satisfy the upper division requirements in the major;
3. Four upper division courses, including PHI 490, taken in the Department of Philosophy;
4. Recommendation by the faculty of the Department of Philosophy.

Bachelor of Arts in Philosophy

Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

Minor Requirements

Students completing this major will need to complete a minor in another field. Students majoring in the Philosophy Option may complete a minor in Religious Studies; however, courses may not double count for the major and the minor.

Major Requirements (30 units)

The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

A. Required Courses (15 units):

PHI 300. Methods and Problems in Philosophy (3)
PHI 301. Presocratics, Socrates, Plato, Aristotle (3)
PHI 303. Descartes to Kant (3)
PHI 304. Hegel to Nietzsche (3)
PHI 490. Seminar (3)

B. Majors are required to choose five (5) courses in the area of Philosophy or Religious Studies (15)

1. Philosophy Option:

PHI 305. Contemporary Philosophy (3)
PHI 316. Ethics (3)
PHI 321. Aesthetics (3)
PHI 331. Social and Political Philosophy (3)
PHI 365. Knowledge and Reality (3)
PHI 370. Philosophies of Africa and the African Diaspora (3)
PHI 379. Contemporary Moral Issues (3)

2. Religious Studies Option:

PHI 306. Medieval Philosophy: Christian, Islamic, Jewish (3)
PHI 371. African World Religions (3)
PHI 378. Philosophy of Religion (3)
PHI 379. Contemporary Moral Issues (3)
PHI 383. Comparative Religions (3)
PHI 384. Asian Philosophies (3)
PHI 386. Analytical Methods of Biblical Study (3)
PHI 389. Zen Philosophy and Meditation (3)

Minor in Philosophy (15 units)

A. Required Courses:

PHI 300. Methods and Problems in Philosophy (3)

B. Electives: Select four additional upper division courses with faculty advisement (12 units).

Minor in Religious Studies (15 units)

A. Required Courses (9 units). Choose 3 of the following:

ANT 315. Magic and Religion (3)
PHI 378. Philosophy of Religion (3)
PHI 383. Comparative Religion (3)
PHI 386. Analytical Methods of Biblical Study (3)

B. Electives: Minors are required to choose 2 courses from the following (6 units):

ANT 341. Folklore (3)
PHI 306. Medieval Philosophy: Christian, Islamic and Jewish (3)
PHI 371. African World Religions (3)
PHI 384. Asian Philosophies (3)

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

Lower Division

PHI 101 Values and Society (3).

The role of values as motivations and as goals in our lives. General knowledge of what values are and how they influence us on individual and societal levels. Students are asked to construct solutions to value problems, for example, problems of justice. Essays and exams required.

PHI 102 Humanity, Nature and God (3).

Critical examination of perennial philosophical issues such as the nature of philosophy, the existence of God, free will, truth. Both Western and non-Western perspectives are discussed. It gives students a general understanding of their societal context. Essays and exams required.

PHI 120 Critical Reasoning (3).

Introduction to methods of critical thinking including the nature of arguments, formal and informal fallacies, deductive and inductive arguments. Provides students with critical skills in both academic and non-academic contexts. A-C/NC grading.

Upper Division

PHI 300 Methods and Problems in Philosophy (3).

Prerequisite: PHI 120.

This methodology course offers an inquiry into historical and contemporary methods in philosophy, studied within the context of major concerns in the discipline. The aim is to have the student become thoroughly acquainted with methods in philosophy and be explicitly aware of research methods and their implications.

PHI 301 Presocratics, Socrates, Plato, Aristotle (3).

Prerequisite: PHI 300.

A critical study of the foundations of Western civilization as found in ancient Greek thought.

PHI 303 Descartes to Kant (3).

Prerequisite: PHI 300.

A study of Western thought as manifest through the evolution of the philosophical systems of Rationalism, Empiricism and Critical Philosophy.

PHI 304 Hegel to Nietzsche (3).

Prerequisite: PHI 300.

A study of nineteenth century European philosophy focusing on thinkers such as Hegel, Kierkegaard, Marx and Nietzsche.

PHI 305 Contemporary Philosophy (3).

Prerequisite: PHI 300.

Contemporary American and European philosophy, such as Pragmatism, Structuralism, Phenomenology, Existentialism, Neo-Marxism and the philosophical implications of Freud's thought. Specific topic indicated in class schedule. Repeatable for credit.

PHI 306 Medieval Philosophy: Christian, Islamic and Jewish (3).

Prerequisite: PHI 300 and PHI 301 are recommended.

A study of Christian, Islamic and Jewish thinkers from the 5th to the 16th centuries, including Augustine, Avicenna, Averroes, Maimonides, Aquinas and Ockham. It presents discussion of these early attempts to understand the nature of the universe and the role we play in it.

PHI 316 Ethics (3).

Prerequisite: PHI 300.

A critical inquiry into the groundwork of ethics by exploring such basic questions in ethics as the nature of good, the criteria for right action, the language of moral discourse, ontology and morality, and religion and ethics.

PHI 321 Aesthetics (3).

Prerequisite: PHI 300.

A critical examination of our beliefs about the nature of beauty in the context of art, music, literature and film. Topics include artistic creativity, aesthetic experience, criticism and evaluation. Specific topic indicated in class schedule. Repeatable course.

PHI 331 Social and Political Philosophy (3).

Prerequisite: PHI 300 is highly recommended.

A study of historical and contemporary theories on the scope and legitimacy of political authority: discussion of various contract theories of the state and of the relationships between rights of individuals and rights of states. Repeatable course.

PHI 350 Theories of Cognition (3).

Prerequisite: PHI 120 or equivalent. PHI 300 is highly recommended.

This course will approach the question of mind from disciplines in humanities, sciences, and social sciences. Several standpoints such as: classical philosophy, cognitive science, neurology, computer science and artificial intelligence, cognitive ethology, and evolutionary linguistics will be discussed.

PHI 365 Knowledge and Reality (3).

Prerequisite: PHI 300.

An historical analysis of the relationship between knowledge and the nature of "reality" with special emphasis on contemporary Anglo-American thinkers such as Frege, Russell, Wittgenstein, Moore, Carnap, Quine and Austin.

PHI 371 African World Religions (3).

Prerequisite: PHI 300 is recommended

A critical study of traditional religious experience and expression among peoples of the African continent including the Akan, Yoruba and Ibo as well as manifestations of Christianity and Islam as expressed both in Africa and in the Americas.

PHI 378 Philosophy of Religion (3).

Prerequisite: PHI 300.

A critical, comprehensive study of the nature and value of religion. Includes such issues as the relationship between Religion, Philosophy, Theology, and Science; the existence of a deity, revelation(s), faith, the problem of evil, scriptural myths, and religious experience and language.

PHI 379 Contemporary Moral Issues (3).

Prerequisite: PHI 300 is highly recommended.

Philosophical inquiry into basic moral problems relevant today such as morality versus non-morality, human responsibility, individual versus societal values, morality versus legality, ethnic identity versus social conformity, abortion versus right to life, and the euthanasia decision.

Repeatable for credit.

PHI 383 Comparative Religions (3).

Prerequisite: PHI 300 is highly recommended.

A study of the relationship of the various religious perspectives of the world, their rituals, their influence on society and their philosophical implications.

PHI 384 Asian Philosophy (3).

Prerequisite: PHI 300 is highly recommended.

A study of the evolution and meaning of various non- Western traditions will be discussed. Selected topics will include Hinduism, Buddhism, Zen Buddhism, Shintoism, Confucianism. Emphasis on significance in India, China and Japan . Repeatable course.

PHI 386 Analytical Methods of Biblical Study (3).

Prerequisite: PHI 300 is highly recommended.

A study of the Bible in light of modern scholarship; principles and methods of its interpretation. Emphasis is given to the Pentateuch, the Gospels, and other key portions for their philosophical and theological views.

PHI 389 Zen: Philosophy and Meditation (3).

Prerequisite: PHI 300 is highly recommended.

Through studying philosophy and the praxis of Zen Meditation, students will learn this typical Eastern approach to philosophy and its profound implications to Eastern cultures.

PHI 490 Seminar (3).

Prerequisite: PHI 300.

A critical analysis and interpretation of a major philosophical or religious system or issue in respect to its presuppositions, task, method, problems and solutions. Repeatable course. Course is writing intensive. Three hours of seminar per week.

PHI 494 Independent Study (1-3).

Prerequisite: PHI 300 is highly recommended.

The study of a particular philosophical or religious problem, individually or as a team or group, under the direction of a faculty member. Only three units may be used for Philosophy major and minor requirements.

PHI 495 Special Topics (3).

Prerequisite: PHI 300 is highly recommended.

An intensive study of a concept, movement or individual in Philosophy. Intended for students with senior standing and having fulfilled major requirements. Specific topic listed in class schedule. Repeatable course. Three hours of seminar per week.

Graduate

Graduate standing or consent of the department chair is prerequisite to enrollment in graduate (500 level) courses.

PHI 595 Special Topics (3).

Prerequisite: PHI 300 is highly recommended.

An intensive study of a concept, movement or individual in Philosophy. Intended for students with senior or graduate standing. Specific topic listed in class schedule. Repeatable course. Three hours of seminar per week.

Infrequently Offered Courses

The following courses are scheduled only on a "demand" basis. Students should consult the department office for information about the next scheduled offering.

PHI 220 Modern Formal Logic (3).

Prerequisite: PHI 120 recommended.

A continuation of PHI 120 for students interested in further study of such logical concepts as Justification and Validity, and introduces Truth-functional Operations and Elementary Quantification Theory.

PHI 250 Introduction to Philosophy (3).

A critical analysis of the history and nature of the perennial problems in philosophy from both Western and non-Western perspectives. This is intended for students preparing for advanced studies in philosophy.

PHI 370 Philosophies of Africa and the African Diaspora (3).

Prerequisite: PHI 300 is highly recommended.

A critical study of African and afrocentric philosophies, including Bantu, Akan, and Yoruba traditions. African American philosophers such as Alain Locke and other third world African peoples are also covered in depth. Topics include personhood, time, causality, value theory, black aesthetics, and black feminist epistemologies.

PHYSICS

**College of Natural and Behavioral Sciences
Department of Physics**

Bachelor of Science

General Physics Option
Physical Science Option
Electrical Engineering Option

Minor

Physics
Faculty

John W. Price, Department Chair

Antonia Boadi, Ximena Clara Cuicatl Cid, Michael K. Durand, Kenneth S. Ganezer, James E. Hill

To Dang, Technician

Department Office: NSM B-202, (310) 243-3591

Emeritus Faculty

H. Keith Lee, Samuel L. Wiley

Program Description

Physics is the study of the natural world at its foundation. As such it is the basis of other disciplines such as biology, medicine, chemistry, computer science, geology, astronomy and engineering. Physicists study the world from the smallest particles of matter (quarks and leptons), nuclei, atoms, and molecules; through forces and motions which determine properties of solids, liquids, gases, and plasmas; to descriptions of the behavior of matter on all scales up to stars, galaxies, and even the origin and fate of the universe. The department encourages student-faculty interaction in all these areas.

For the traditional physics baccalaureate degree, the department offers a General Physics Option, which provides access to advanced theoretical and technical careers. In addition, students may gain experience by participating in research projects (e.g. neutrino experiments, medical imaging, and nuclear physics).

Since many physics majors find their niche in teaching, the department offers a Physical Science Option tailored to meet education standards and satisfy waiver requirements for a single subject teaching credential. The Physics faculty are committed to teaching excellence, and to teacher education in the sciences. The department provides essential laboratory hands-on experience in understanding and demonstrating science.

For students intending to pursue graduate work or employment in Electrical Engineering, the department offers an Electrical Engineering option, intended to facilitate a seamless transition after graduation. An agreement in place with the CSU Fullerton College of Electrical Engineering and Computer Science allows students to satisfy all of the course requirements for admission to an MS program at CSU Fullerton.

The Physics Minor has flexible upper division requirements to encourage students majoring in other fields to broaden their expertise to fit a niche in contemporary technology or research. Students are invited to meet with a physics advisor to map areas of interest and expertise. The

most successful physics minors distinguish themselves as mathematics majors in applied math, computer science majors in computer hardware, chemistry students in physical chemistry, music majors in electronics and instrumentation, and clinical science majors with elements of nuclear physics (modern physics).

Features

The most important feature of the Physics Department is its excellent full-time faculty, all members of which hold the doctorate. They are dedicated to excellence in teaching and are active in research and other scholarly activities.

Another attractive feature of the department is its small class size, allowing students to interact frequently and effectively with instructors within and outside of class. It also permits instructors to easily identify students in need of additional assistance, and to supply such assistance. Many of our majors work part-time in local high-tech organizations. Upper-division courses are often offered in late afternoon or evening to make courses more accessible for these students.

Progress in this science often depends on our innovation in designing advanced experimentation to observe natural phenomena (when driven to its limits), or in computational or mathematical modeling to match a complex phenomenological response. Since new discoveries and techniques are instantly shared with the global community, the department is committed to introducing students to computer analysis techniques and internet web literacy. Excellent computer facilities are available on campus.

Academic Advising

All prospective students should meet with a Physics department faculty member to learn more about the physics major and minor and to receive assistance in planning a schedule of courses. All physics majors must review their course list with a physics advisor prior to registration each semester.

Preparation

Prior to beginning a program in physics students are required to complete two years of high school algebra, one year of trigonometry and one year of geometry. Two years of laboratory science and four years of college preparatory English are required. Prior courses in computer programming and calculus are recommended.

Students transferring from an articulating community college should have completed three semesters of calculus (through differential and integral calculus of several variables), two semesters of calculus-based physics and one semester of general chemistry. If those students have not had an introduction to modern physics and/or mathematical physics, they must take PHY 134 and PHY 306 as soon as possible upon arrival at CSUDH. Transfer students are responsible for checking in advance that their general electives will meet transfer requirements. A transfer student who is given credit for the lower division should be able to complete our physics upper division in two years.

Career Possibilities

Graduates find technical positions in industry, government or teaching; or pursue advanced degrees for research, design, or analysis in physics, engineering or related fields. The campus is surrounded with electronics, aerospace, and semiconductor companies, among others, who hire physicists to work in applications of optics, electrical engineering, biophysics, computer science, geophysics, aerospace, and astronomy.

Scholarships for Full-time Physics Majors

Contact the Physics Department Office, NSM B-202, for information on the Philip Johnson Scholarship, available to upper-division physics majors early in the Spring semester, and on the

Sam Wiley Scholarship, available to physics majors new to the University late in the Spring semester.

Graduation with Honors

An undergraduate student may be a candidate for graduation with Honors in the Physics major provided he or she has fulfilled the following:

1. Has filed an approved graduation check for a B.S. in Physics during the current academic year with the General Physics, Physical Science, or Electrical Engineering option;
2. Has attained an overall CSUDH GPA of 3.35 and a GPA in the Physics major of 3.25;
3. Has or will have taken upon graduation the last 12 semester units of upper division requirements and the last 20 units overall in residence at CSUDH. Transfer units may be included if they help the student satisfy the GPA requirements;
4. Has been reviewed and recommended by the Physics faculty for graduation with honors in Physics.

Departmental-Professional Organizations

The CSUDH Science Society, Society of Physics Students and Sigma Pi Sigma (National Physics Honor Society) cooperate in offering lectures, social programs and field trips to promote student participation in and enjoyment of the sciences. These activities are enriching and greatly enhance our students' growth within our community of scholars. In addition, faculty are willing to sponsor inexpensive student memberships in national physics organizations which publish ongoing research in a variety of areas of physics and engineering.

Bachelor of Science in Physics

Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120.

General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings. Please note that the classes required for the Physics major satisfy the B1, B3, and B4 General Education requirements.

Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

Minor Requirements

Single field major, no minor required.

Major Requirements (75-80 units)

Students must select one of the options listed. The following courses, or their approved transfer equivalents, are required of all candidates for this degree. All courses used to satisfy this major must be passed with a grade of "C" or better.

Each student must select one of the options listed.

Electrical Engineering Option (77 units)

The Electrical Engineering Option provides a broad understanding of physical principles and a solid preparation for advanced study in electrical engineering as well as theoretical and

experimental physics including problem-solving. This option should be undertaken by those planning on pursuing continued studies towards an advanced degree in electrical engineering or other fields within engineering, physics, or related fields as well as careers as a technical staff member in a government or industrial lab. By virtue of an agreement with the CSU Fullerton College of Electrical Engineering and Computer Science, this option satisfies all of the course requirements for admission to an MS program in electrical engineering at CSU Fullerton.

A. Lower Division Requirements (38 units):

CHE 110. General Chemistry I (5)

MAT 191. Calculus I (5)

MAT 193. Calculus II (5)

MAT 211. Calculus III (5)

PHY 130. General Physics I (5)

PHY 132. General Physics II (5)

PHY 134. General Physics III (4)

CSC 121. Introduction to Computer Science and Programming (4)

B. Upper Division Requirements (39 units)

1. Required Courses (23 units):

PHY 306. Mathematical Methods in Physics (3)

PHY 310. Theoretical Mechanics I (3)

PHY 320. Physical Optics (3)

PHY 333. Analog Electronics (3)

PHY 341. Advanced Laboratory (2)

PHY 346. Thermal Physics (3)

PHY 350. Electromagnetic Theory I (3)

PHY 460. Quantum Mechanics I (3)

2. Required courses that are electives for the General Physics Option. Classes with the EE course prefix are to be taken in the Electrical Engineering department at CSU Fullerton (16 units)

EE 309. Network Analyses (3)

EE 310. Electrical Circuits and Laboratory (5)

EE 323. Engineering Probability and Statistics (3)

PHY 335. Digital Electronics (3)

PHY 494. Independent Study (2) or

PHY 498. Directed Research (2) or

EE 498. Directed Research or EE elective from CSU Fullerton (2)

NOTE: This option requires taking 11-13 units of electrical engineering courses at CSU Fullerton during regular or summer sessions through concurrent enrollment while a student at CSUDH. Advising for the Electrical Engineering option will be provided by CSUDH as well as CSU Fullerton.

General Physics Option (78-79 units)

The General Physics Option provides a broad understanding of physical principles and a solid preparation in both theoretical and experimental problem-solving in physics. This option should be chosen by students planning a technical career in industry or government laboratories, or planning to continue study toward an advanced degree in physics, engineering or a related field.

PHY 306 should be taken as early as possible in preparation for the upper division courses in Physics.

A. Lower Division Requirements (37-38 units)

1. Required Courses (34 units):

CHE 110. General Chemistry I (5)

MAT 191. Calculus I (5)

MAT 193. Calculus II (5)

MAT 211. Calculus III (5)

PHY 130. General Physics I (5)

PHY 132. General Physics II (5)

PHY 134. General Physics III (4)

2. Select one course from the following (3-4 units):

CSC 111. Introduction to Computers and BASIC Programming (3)

CSC 121. Introduction to Computer Science and Programming (4)

B. Upper Division Requirements (41 units)

1. Required Courses (23 units):

PHY 306. Mathematical Methods in Physics (3)

PHY 310. Theoretical Mechanics I (3)

PHY 320. Physical Optics (3)

PHY 333. Analog Electronics (3)

PHY 341. Advanced Laboratory (2)

PHY 346. Thermal Physics (3)

PHY 350. Electromagnetic Theory I (3)

PHY 460. Quantum Mechanics I (3)

2. Electives (18 units):

Select 12 upper division units from Physics and 6 upper division units from Chemistry, Computer Science, Mathematics, and Physics.

Physical Science Option (75-76 units)

The Physical Science Option provides a broad understanding of the physical sciences, in particular, physics, chemistry, geology and mathematics. This option is designed for students interested in teaching physical science in secondary school or pursuing a general science field such as science journalism.

A. Lower Division Requirements (50-51 units)

1. Required Courses (47 units):

CHE 110. General Chemistry I (5)

CHE 112. General Chemistry II (5)

EAR 100. Physical Geology (3)

EAR 101. Physical Geology Laboratory (1)

EAR 200. Earth History and Evolution (3)

EAR 201. Earth History Laboratory (1)

MAT 191. Calculus I (5)

MAT 193. Calculus II (5)

MAT 211. Calculus III (5)

PHY 130. General Physics I (5)

PHY 132. General Physics II (5)

PHY 134. General Physics III (4)

2. Select one course from the following (3-4 units):

CSC 101. Introduction to Computer Education (3)

CSC 111. Introduction to Computers and BASIC Programming (3)

CSC 121. Introduction to Computer Science and Programming (4)

B. Upper Division Requirements (25 units)

1. Required Courses (11 units):

PHY 320. Physical Optics (3)

PHY 333. Analog Electronics (3)

PHY 341. Advanced Laboratory (2)

PHY 346. Thermal Physics (3)

2. Select additional work from CHE, CSC, EAR and/or PHY (14 units).

NOTE: Consult with a physics advisor to choose classes consistent with the requirements for the subject matter preparation program in physical science.

Minor in Physics (33 units)

The Physics minor has flexible upper division requirements to encourage students majoring in other fields to broaden their expertise in consultation with a physics advisor in preparation for careers bridging across several fields of study.

A. Lower Division Required Courses (24 units):

MAT 191. Calculus I (5)

MAT 193. Calculus II (5)

PHY 130. General Physics I (5)

PHY 132. General Physics II (5)

PHY 134. General Physics III (4)

B. Upper Division Required Electives (9 units):

Select three upper division PHY courses with career guidance from advisors in both major and minor.

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

Lower Division

PHY 100 Patterns in Nature (3).

Unifying principles of elastic, sound, light and matter waves. Models of nature. Successes and failures of wave and particle models and their synthesis. Designed for non-science students.

Partially meets the lower division General Education requirement in Natural Sciences.

PHY 120 Elements of Physics I (4).

Prerequisite: High school or college algebra.

Motion, energy, waves and heat treated from a non-calculus point of view. Three hours of lecture and three hours of laboratory per week.

PHY 122 Elements of Physics II (4).

Prerequisite: PHY 120.

Electricity, magnetism and light. Nuclear radiation. Quantum phenomena. Atomic structure. Three hours of lecture and three hours of laboratory per week.

PHY 130 General Physics I (5).

Prerequisite: MAT 191 or concurrent enrollment.

Kinematics and dynamics of particles, rigid bodies and fluids. Kinetic theory, temperature and thermodynamics. Calculus-based course. Four hours of lecture and three hours of laboratory per week.

PHY 132 General Physics II (5).

Prerequisites: MAT 193 or concurrent enrollment, and PHY 130.

Waves, light, electricity and magnetism. Four hours of lecture and three hours of laboratory per week.

PHY 134 General Physics III (4).

Prerequisite: PHY 132 or consent of instructor.

Twentieth century physics, including concepts of relativity and quantum theory and particle classification. Applications to radiation, atoms, elementary particles and nuclei. Three hours of lecture and three hours of laboratory per week.

PHY 195 Selected Topics in Physics (1-4).

Prerequisites: Consent of instructor

The study of an area of Physics that is not normally available in other courses. Repeatable course.

PHY 295 Selected Topics in Physics (1-4).

Prerequisites: Consent of instructor.

The study of an area of Physics that is not normally available in other courses. Repeatable course.

Upper Division

PHY 300 Physical Science for Teachers (4).

Prerequisite: Admission to the Liberal Studies major.

Designed specifically for future elementary and middle school teachers. Emphasis on the fundamental concepts of physical science and their applications. Laboratory experiments use mostly low cost everyday objects. Topics include mechanics, fluids, heat, waves, electromagnetism, light, atoms, periodic table and chemical bonding. Three hours of lecture and three hours of laboratory per week.

PHY 306 Mathematical Methods in Physics (3).

Prerequisite: MAT 211.

Application of the following techniques to physics: vectors, Gauss' and Stokes' theorems, series solutions of differential equations, Sturm - Liouville theory, and Fourier Series.

PHY 310 Theoretical Mechanics I (3).

Prerequisites: PHY 130, PHY 306 and MAT 211.

Newtonian dynamics of one and two particles. Introduction to Lagrange's equations. Includes computer simulations.

PHY 320 Physical Optics (3).

Prerequisite: PHY 132 or consent of instructor.

Scalar wave equations, interference and diffraction, spacial filtering, coherence and holography.

PHY 331 Audio Electronics (3).

Prerequisite: PHY 100 or consent of instructor.

Selection and utilization of electronic components and instrumentation. Solid state circuit design and construction. Fundamental electronics through linear amplifiers, power supplies, filters and feedback. A project is required. Designed for students interested in audio techniques. Two hours of lecture and three hours of laboratory per week.

PHY 333 Analog Electronics (3).

Prerequisite: PHY 122 or PHY 132 or consent of instructor.

Selection and utilization of electronic components and instrumentation. Solid state circuit design and construction. Amplifiers, feedback techniques, operational amplifiers, SCRs, FETs, etc. A project is required. Two hours of lecture and three hours of laboratory per week.

PHY 335 Digital Electronics (3).

Prerequisites: PHY 122 or PHY 132 or consent of instructor is required, PHY 333 is recommended.

Design and use of systems employing digital integrated circuits. Gates, Boolean algebra, combinatorial and sequential design. Multiplexers, flip-flops, shift registers, ALUs and memories. Two hours of lecture and three hours of laboratory per week.

PHY 341 Advanced Laboratory (2).

Prerequisites: PHY 132 (or 122) and 333.

Advanced experimental work, including data acquisition and error analysis techniques. Experiments are taken from several of the major areas of physics, such as optics and spectroscopy, solid state, acoustics, nuclear physics and electronics. Course may be repeated for credit with instructor's approval. One hour of lecture and one three hours laboratory period per week.

PHY 346 Thermal Physics (3).

Prerequisites: PHY 130 and MAT 211.

Laws of thermodynamics. Equations of state, entropy, free energies, kinetic theory and concepts of statistical physics.

PHY 350 Electromagnetic Theory I (3).

Prerequisites: PHY 132, PHY 306 and MAT 211 are required; MAT 213 is recommended.

Electro- and magnetostatics. Electromagnetic properties of matter, Faraday's law of induction, direct and alternating currents. Includes computer simulations.

PHY 352 Electromagnetic Theory II (3).

Prerequisite: PHY 350.

Derivation and applications of Maxwell's equations in vacuum and material media.

Electromagnetic radiation. Includes computer simulations.

PHY 380 An Introduction to Nonlinear Phenomena (3).

Prerequisites: MAT 311 or PHY 306; PHY 310 recommended.

Linear systems, iterated maps, differential flows, conservative systems, routes to chaos, strange attractors, fractals, coherent structures, and pattern formation. Visits to computer lab will be included.

PHY 395 Selected Topics in Physics (1-4).

Prerequisites: Consent of instructor.

The study of an area of Physics that is not normally available in other courses. Repeatable course.

PHY 460 Quantum Mechanics I (3).

Prerequisites: PHY 134, PHY 306 and MAT 211.

Quantum phenomena; postulates and interpretation; Schroedinger's equation in one, two and three dimensions. Applications to atoms and barrier penetration.

PHY 462 Quantum Mechanics II (3).

Prerequisite: PHY 460.

Spin, identical particles. Applications of quantum mechanics to problems of current interest in physics, such as solid state, nuclear, astrophysics and particle physics.

PHY 494 Independent Study (3).

Prerequisites: Upper division standing and completion of an independent study contract are required.

A reading program on a specialized topic in Physics under the supervision of a faculty member. Repeatable course.

PHY 495 Selected Topics in Physics (3).

Prerequisites: Upper division standing and consent of instructor.

The study of an area of Physics that is not normally available in other courses. Repeatable course.

PHY 498 Directed Research (1-3).

Prerequisites: Upper division standing and consent of instructor.

Advanced laboratory work in an area related to physics or instrumentation. The student participates in an independent investigation under faculty supervision. Repeatable course. Three to nine hours of laboratory per week.

Infrequently Offered Courses

The following courses are scheduled only on a "demand" basis. Students should consult the department office for information about the next scheduled offering.

PHY 201 Experimental Methods (1).

Fabrication techniques applicable in the laboratory per week. Properties of materials. Three hours of laboratory per week.

PHY 207 Physics with Clinical Science Applications (4).

Prerequisites: High school algebra, CHE 110 and CHE 112.

Electricity, magnetism and electromagnetic waves. Light, including the photon model. Laboratory emphasis on solid state devices and electronic instrumentation. Designed for students in the Clinical Sciences. Three hours of lecture and three hours of laboratory per week.

PHY 302 Workshop in Physical Science for Teachers (3).

Lecture-demonstration-laboratory covering fundamental concepts in physical science, designed especially for in-service teachers (K-12). Class emphasizes on hands-on activities using everyday objects. Two hours of lecture and three hours of laboratory per week. Not for physics majors or minors. CR/NC grading.

PHY 337 Microprocessors (3).

Prerequisite: PHY 335 or consent of instructor.

Architecture, programming and interfacing of microcomputers. Input/output, instruction sets, subroutines, interrupts, serial communications and process control. Two hours of lecture and three hours of laboratory per week.

PHY 339 Instrumentation (3).

Prerequisite: PHY 333.

Measurement techniques, transducers, noise reduction, signal processing in the analog and digital domains. Computer controlled instrumentation and data acquisition. Bus configurations and interfacing. Two hours of lecture and three hours of laboratory per week.

PHY 356 Astrophysics (3).

Prerequisites: PHY 132 and PHY 134.

Quantitative study of stellar astronomy with emphasis on stellar evolution and cosmology.

Includes computer simulations.

POLITICAL SCIENCE

College of Natural and Behavioral Sciences

Department of Political Science

Bachelor of Arts

General Political Science Concentration

Minor

Faculty

David Dixon, Department Chair

Salvatore Russo, Hamoud Salhi, Annie Whetmore

Department Office: SBS G-322, (310) 243-3435

Emeritus Faculty

Margaret Blue, Lyman Chaffee, Alan Fisher, Linda Groff, George Martin Heneghan, Jay Kaplan, Wayne Martin, Richard Palmer, O.W. Wilson

Program Description

The Political Science Program at CSU Dominguez Hills offers excellent opportunities for the study of government and politics.

Over 30 courses cover all the major aspects of the discipline. Students develop an understanding of human behavior as it relates to politics. They learn to discuss and analyze critically current public policy issues facing the United States and the world. They are taught how to critically observe and understand world affairs and comparative politics. They are trained in appropriate research techniques for the study of political processes.

The General Political Science Concentration is a relatively "open" one, allowing students to choose from a wide range of courses and subjects within a general framework. It is designed for students seeking broad exposure to the diverse subjects of the discipline.

A five-course minor in political science also is available. While the minor most often is used in conjunction with such majors as communications, human services, history, economics and sociology, it can be paired with almost any major offered at this university.

Features

The political science faculty is an interesting and diverse group of scholars actively involved in their own research projects. Most have traveled extensively in this country and abroad.

Political science internships are available. One opportunity at the state level is the Sacramento Semester Program, which brings students from all 23 California State University campuses to Sacramento for one semester to take advantage of a unique learning experience at the State capital. Another is The Washington Center program in the nation's capital. Through the International Education Center, students can participate in study abroad programs.

The Department of Political Science is classified as an "Engaged Department" for outstanding work in the community. This classification is granted by the campus office of community engagement (Center for Service Learning, Internships and Civic Engagement).

The department offers annually the Lori Cardenas Memorial Scholarship and Michael O'Hara Memorial Scholarship to outstanding students majoring in political science, sponsors the active Association of Political Science Students, and participates in Model United Nations conferences. Students who work during the day should know that class scheduling permits completion of a political science major in the late afternoon and evening hours.

Academic Advisement

Political Science faculty recommend that new and continuing students visit the department for information regarding graduation requirements, transfer of credit, program planning, lifting of academic holds, and graduation approval. Student records and graduation change of major, add/drop, and other forms are kept in the department office.

Students needing assistance for more specialized interests should see specific faculty members for supplementary academic advising. For pre-law preparation contact Salvatore Russo; for internship opportunities, see Salvatore Russo; for American politics see Jay Kaplan, Salvatore Russo or Annie Whetmore, and for international and comparative politics see chair of the department.

Preparation

High school students are encouraged to take English composition and social science courses, including civics, economics and history. Experience in journalism, debating activities and student government are helpful. A foreign language is not required for the degree. However, students who plan further study at the graduate level are encouraged to take a foreign language.

Community college transfer students should contact their counseling office or the CSU Dominguez Hills Political Science office to identify appropriate lower division major/minor preparatory courses. Typically, these would include a basic course in American political institutions, which would fulfill the state code requirements for U.S. Constitution and California state and local government. Transfer students must take POL 300 (Quantitative Methods of Political Analysis) at CSUDH as community colleges do not offer an equivalent course. Other lower division courses introducing students to the discipline of political science, international relations and comparative politics also are highly recommended.

Students at CSU Dominguez Hills should complete both POL 100 and 101 as a preparation for the major.

Career Planning

Graduates with Political Science majors or minors from CSUDH have pursued a broad variety of careers. These include teaching, law, law enforcement, public administration, business, journalism, and international service. CSUDH graduates, including those with advanced graduate and law degrees, are employed as attorneys, public administrators, business executives, and teachers in schools and universities. Others work as labor union officials and a few have been elected to public office. Graduates from our program are employed both within and outside the United States.

The best undergraduate education for all careers develop critical thinking, communication and research skills. Course work and extra-curricular activities such as participation in Model United Nations conferences, writing for the campus newspaper and experiential internships will improve these skills. Some professions require graduate or law school training after the Bachelor's degree. Faculty advisers in the department will help you select the courses and an academic program most appropriate for your career goals. They also will explain interesting extra-curricular opportunities supported by the department.

Teaching

An undergraduate degree in Political Science is recommended for entrance to graduate school in Political Science, with the doctorate essential for teaching at the four-year college or university level. Students may prepare for a career in teaching History/Social Science at the secondary level (junior high or high school) by completing an approved "Subject Matter Preparation Program." Completion of such a program is the first step in meeting the state requirements for a teaching credential. As the program requirements for the "Subject Matter Preparation Program" in Social Science have changed recently, interested students should contact the History Department for current information.

Law

Many Political Science majors intend to practice law as a career. We advise pre-law students to select the General Political Science Concentration and work closely with a pre-law adviser who will explain law school undergraduate preparation, entrance requirements, school choice and career possibilities.

Public Administration

A major in Political Science with a public administration or public policy emphasis can prepare students for civil service careers at international, national, and local levels of government. These careers require both specialized skills and a general understanding of political processes. The General Political Science Concentration, internship experience and possibly graduate training are recommended for those interested in public administration.

Journalism

A Political Science major can prepare students for an attractive career in journalism. The General concentration along with practical experience working on the university newspaper is highly recommended.

Business

Many Political Science graduates have found employment in business. Preparation for this career involves a broad liberal arts background, combined with knowledge of governmental processes and organization, public administration, finance, decision-making, organizational behavior and the processes by which political decisions are made about economic policy. Political Science majors interested in business should consider selecting a business minor.

Other

Enterprising individuals can use their Political Science degree to pursue a variety of interests in the field of politics. These include international and foreign service as well as political campaign management, speech writing, survey research, policy research, public relations, lobbying, fund raising and so forth. Opportunities result from the initiative of the individual, proper skill development and academic advising. All students should make a regular habit of discussing their academic and career plans with faculty advisers and fellow students including members of the Association of Political Science Students. The Association maintains a small library of materials on career and internship opportunities, law and graduate school catalogs and courses texts.

Graduation With Honors

An undergraduate student may be a candidate for graduation with Honors in Political Science provided the student meets the following criteria:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum grade point average of at least 3.5 in all courses used to satisfy the upper division requirements in the major;

3. Recommendation by the faculty of the Political Science Department.

Bachelor of Arts in Political Science

Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

Minor Requirements

Single field major, no minor required.

Major Requirements (39 units)

The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

Political Science Concentration (39 units)

Upper Division Requirements

A. Core Requirements (15 units)

1. Quantitative Methods (3 units):

POL 300. Quantitative Methods of Political Analysis (3)

Note: POL 300 must be completed by the student within the first two semesters of taking any upper division course for the major.

2. History of Political Thought: Select one course from the following (3 units):

POL 350. History of Political Ideas (3)

POL 351. Modern Political Thought (3)

POL 354. American Political Thought (3)

3. American Politics (3 units):

POL 315. Congress and the President (3)

4. Comparative Politics (3 units):

POL 340. Political Change in First and Third World Countries (3)

5. International Relations (3 units):

POL 335. International Politics (3)

B. Depth in Political Science (9 units)

1. American Politics: Select one course from the following (3 units):

POL 310. Current Issues in American Government (3)

POL 312. State and Local Government: Organization and Problems (3)

POL 314. American Political Parties and Elections (3)

POL 320. Urban Government and Policy Choices (3)
POL 360. American Constitutional Law: Distribution of Power (3)
POL 361. American Constitutional Law: Civil Rights (3)
POL 370. Public Opinion and Propaganda (3)

2. Comparative Politics: Select one course from the following (3 units):

POL 341. Government and Politics of East Asia (3)
POL 342. Government and Politics of the Middle East (3)
POL 343. Political Behavior in Latin America (3)
POL 344. Latin America: The Revolutionary Tradition (3)
POL 349. Government and Politics in Sub-Saharan Africa (3)

3. International Relations: Select one course from the following (3 units):

POL 331. International Terrorism (3)
POL 334. American Foreign Policy (3)
POL 336. Theories of International Relations (3)
POL 338. Global Planning and the Future (3)
POL 339. Model United Nations (3)

C. Electives (15 units)

Select five additional upper division political science courses with departmental advisement.

D. Capstone Research Requirement

With the consultation and approval of the instructor, the student shall designate one of the Elective courses to meet the program capstone research requirement. The Capstone Research Requirement involves a 15 page (minimum) research paper. Completed papers will be reviewed by a committee of program faculty as part of the student outcomes assessment plan for the program.

Minor in Political Science (15 units)

Upper Division Requirements (15 units)

1. Select three upper division courses from three of the four categories: Political Thought, American Politics, Comparative Politics, or International Relations (9 units).
2. Select any two additional upper division courses in political science. No course may be repeated for credit toward the minor (6 units).

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

Lower Division

POL 100 General Studies Political Science: World Perspectives (3).

An introduction to world affairs and the role of the individual in an increasingly complex and interdependent international system. Both the conceptual and practical aspects of problem solving and decision making are examined as they relate to international cooperation and conflict.

POL 101 American Institutions (3).

A study of contemporary political institutions, with emphasis on the philosophy, structure, and behavior of the American political system, including the State of California. Meets State requirement in U.S. Constitution and California State and Local government.

Upper Division

POL 300 Quantitative Methods of Political Analysis (3).

An introduction to the techniques of quantitative political analysis, including the design, execution, and analysis of research.

American Institutions

POL 310 Current Issues in American Government (3).

Analysis and critical evaluation of recent major issues, conflicts and problems in American government and institutions. Current issues might include social and health services, energy, environment, multinational corporations, military spending, taxation, political economy, criminal justice, and civil rights.

POL 312 State and Local Government: Organization and Problems (3).

Analysis of functions of state and local government with particular emphasis on California. Examination of state-federal and state-local relations and the policy choices available for solving current problems. The course meets the statutory requirement for state and local government.

POL 313 Introduction to Public Administration (3).

A study of the development and practice of public administration in the United States and abroad, focusing on the theoretical and practical concerns of administration, with special attention to the relationship of public administration and democratic government.

POL 314 American Political Parties and Elections (3).

A study of the dynamics of American political behavior, including the legal regulation of parties and of elections. Analysis of voting behavior and public opinion. Study of political party organization, membership, and leadership in the context of the contemporary political scene.

POL 315 Congress and the President (3).

An analysis of development and operation of the elected decision-making structures of the United States government. Particular focus on the interrelationships between the Congress and the President.

POL 318 Public Policy Choices: Distribution of Wealth (3).

Political analysis of the distribution of wealth in the U.S. Attention to the political influence of special interest groups, political parties, and public opinion on policies relating to the tax structure; government subsidies, credits, and controls; the Social Security system and income problems of the aged; and the welfare system. Public policy reforms of the process of wealth distribution.

POL 320 Urban Government and Policy Choices (3).

A survey of the structures of American municipal, county, and special districts within the context of a systematic evaluation of the public policy choices facing these units of government.

POL 323 Black Politics (3).

An analysis of the structure of power within the Black community and political interaction between "activists," "moderates," and "conservatives." Evaluation of styles within the Black sub-political culture and manipulative aspects and tactics; e.g., coalition, confrontation, "establishment" politics.

POL 325 Women and Politics (3).

Examination of the expanding role of women in politics and the legal, cultural, and socio-psychological difficulties encountered therein. This course will also look at leading female political figures.

Global Politics

POL 330 Cultural Pluralism in Global Politics (3).

Discusses from an international perspective the issues facing various national, racial, tribal and religious groups—power, ideology, political socialization, integration, nationalism, cultural differences and separatism. Analyzes the problems of resolving conflict among different cultural groups.

POL 331 International Terrorism (3).

Analysis of the concept of terrorism, root causes and forms. Examination of theories of terrorism and counter-terrorism strategies at different levels of analysis: individuals, groups, societal, states and transnational. Special emphasis on specific terrorism cases, terrorist organizations and cyber-terrorism in the Digital Age.

POL 332 International Security Studies (3).

Analysis of the theory and practice of international conflict, crisis, and war management. Special emphasis on the contemporary concerns of deterrence, limited war, guerrilla warfare, foreign commitments, arms races, and arms control.

POL 333 Asian International Relations (3).

Analysis of the international political behavior, foreign policies and conflicts of Asian nations — China (Peoples Republic of China), Japan, Korea, Vietnam, Philippines, India, Pakistan and Indonesia. Regional and foreign policy conflicts and wars such as the Vietnam War, the India-Pakistan-Bangladesh War, and the Philippine Civil War will be analyzed.

POL 334 American Foreign Policy (3).

The formulation and execution of foreign policy in the United States, including an analysis of competing ideological concepts, the role of President and Congress, and the influence of public opinion.

POL 335 International Politics (3).

Study of basic international political theories, principles, and practices including the examination of international system characteristics, foreign policy decision-making, nationalism, security and defense, alliances, law and organization, and war.

POL 336 Theories of International Relations (3).

Analysis of action and interaction of states, decision-making, capability analysis, balance and imbalance, systems analysis, communication, crisis, and game theory.

POL 338 Global Planning and the Future (3).

Examination of assumptions, concepts, and models for monitoring, forecasting, speculating, and predicting events and conditions affecting public policy in the international arena. Evaluation of the human and nonhuman issues and interactions that will affect both industrial and nonindustrial societies.

POL 339 Model United Nations (3).

Examination of the role of international organizations and the issues addressed by these international actors while preparing students to participate in intercollegiate Model United Nations simulations. May be repeated for credit to a maximum of 9.0 units.

Comparative Politics

POL 340 Political Change in First and Third World Countries (3).

Study of the sources and patterns of political continuity and change in selected countries of the First World (Western Democracies) and selected newly emergent states of the Third World. Cross-national comparisons within and between each world will be made.

POL 341 Government and Politics of East Asia (3).

China, Japan, and Korea: political behavior, ideas, and institutions of societies of East Asia. Political parties and organizations, role of competing ideologies and systems of behavior, interaction of domestic and foreign policies.

POL 342 Government and Politics of the Middle East (3).

Analysis and explanation of political processes, governments, political issues and foreign relations of the Middle East. Discussion of influence of religion, oil, revolutions and conflicts on Middle East politics.

POL 343 Political Behavior in Latin America (3).

Analysis of political and cultural behavior in South America with a focus on Brazil, Argentina, Chile, Peru, Colombia, and Venezuela. Their sociopolitical institutions, elites, and interest groups; and the impact of national and cross-national cultural pluralism upon political life in the region.

POL 344 Latin America: The Revolutionary Tradition (3).

A comparative analysis of the revolutionary process in Mexico, Central America and Cuba, encompassing the dimensions of the socio-political, cultural and economic characteristics. An emphasis on post-revolutionary developmental politics in Mexico, Nicaragua, Cuba, and on the current social unrest in Central America, including an analysis of ideas, institutions, groups and economic conditions.

POL 349 Government and Politics in Sub-Saharan Africa (3).

A study of the dynamics of government and politics in Africa south of the Sahara Desert with special emphasis on South Africa. Imperialism and colonial administration, nationalism, and decolonization treated as background to the problems of modernization and nation-building in the region.

Political Thought

POL 350 History of Political Ideas (3).

A critical analysis of the major political philosophies and schools of thought from Plato to the sixteenth century. Examination of the political concepts of Plato, Aristotle, St. Augustine, St. Thomas Aquinas, and Machiavelli.

POL 351 Modern Political Thought (3).

A study of principal political philosophers from the seventeenth century to the present. Special emphasis is given to writers such as John Stuart Mill and Karl Marx, whose concepts of political criticism have become predominant in the modern world.

POL 354 American Political Thought (3).

A critical analysis of the political ideas that have emerged within the United States. Special attention is given to twentieth century political theories that aim to achieve social justice and/or alternative life styles through a restructuring of the economy.

Public Law

POL 360 American Constitutional Law: Distribution of Power (3).

An examination of the nature and development of the United States constitutional system. Emphasis on the role of the courts in interpreting the concepts of separation of powers, federalism, the police power, and the commerce clause.

POL 361 American Constitutional Law: Civil Rights (3).

A study of fundamental rights as protected by the U.S. Constitution and other legal provisions. The role of the courts in interpreting freedom of expression and conscience, due process, and equal protection of the laws.

POL 366 Criminal Law and Procedures (3).

Materials and cases treating Criminal Law and procedures within the context of the American policy. Systematic analysis of the role of the citizen in relationship to operational legal principles and procedures of Criminal Law. An emphasis on contemporary problems and recent court decisions.

Other Courses

POL 370 Public Opinion and Propaganda (3).

The nature of public opinion and its manipulation by propaganda in modern society. Relations between government and other social institutions and the opinions of groups and individuals; the press, pressure groups.

POL 371 Conflict, Violence, Nonviolence and Peace (3).

Examination of relevant theories and instances of aggression, sociopolitical conflict and conflict resolution, various types of political violence (as terrorism, revolution, urban riots) and nonviolence. Course will present an overview of all these topics, or focus on one topic in detail, such as terrorism, revolution, or nonviolence.

POL 375 Technological Policy and the Future (3).

Various humanistic, ethical, legal, and political-economic policy issues surrounding the use and future development of technology, in such areas as energy, food production, transportation, computers, communications, electronic surveillance, medicine, weaponry, and space. The issue of high technology vs. appropriate technology also global restructuring trends from technological change. Course will focus on one or more such technological topics depending upon the instructor.

POL 401 Political and Public Sector Leadership (3).

Prerequisites: 12 units of upper division course work.

This is an applied techniques, skills-development course. It blends ideas from several different sectors of political theory, public policy, public relations, conflict negotiation, and intercultural communication to teach students skills that are necessary for leadership roles.

POL 494 Independent Study (1-3).

Prerequisites: Consent of instructor and department chair.

Independent study of a particular problem under the direction of a member of the Political Science Department. Course is not repeatable for credit in the Political Science major or minor.

POL 495 Special Topics in Political Science (1-3).

An intensive study of an issue or a concept in political science that is of special interest to both the faculty member and the students. Repeatable course. Three hours of seminar per week.

POL 496 Internships in Political Science (3).

Practical application of coursework in political science through supervised work and field experience in politics, government administration, public and private paralegal agencies such as offices of lawyers and judges, and community agencies. Repeatable course.

POL 594 Independent Study (1-3).

Prerequisite: Consent of instructor and department chair.

Independent study of a particular problem under the direction of a member of the Political Science Department.

Infrequently Offered Courses

The following courses are scheduled only on a "demand" basis. Students should consult the department office for information about the next scheduled offering.

POL 304 Basic Concepts of Law: Substantive (3).

An examination of conflict situations which arise in contemporary life and the way in which the law and legal institutions address these conflicts. Statutory law and common law will be studied with an emphasis on case analysis, torts, crimes, property, contracts, and landlord-tenant.

POL 305 Basic Concepts of Law: Procedural (3).

A basic course in understanding the legal system with a focus on basic procedural law. Emphasis will be placed on civil procedure, evidence, and litigation, probate and corporation, partnership and agency.

POL 328 Cultural Pluralism in American Politics (3).

Discusses the issues of political socialization and cultural differences in the American political arena. Analyzes the political orientations of various ethnic groups in the United States, their cultural and socioeconomic backgrounds, and their levels of political participation and interaction with American political institutions.

POL 337 European International Relations (3).

An analysis of European international relations and foreign policies including the impact of Western European economic integration, the foreign policies of the Russian Commonwealth with Eastern and Western Europe, and the changing role of NATO.

POL 346 Government and Politics of Russia/Commonwealth (3).

Analysis of Russia and Commonwealth of Independent States, their political history, the legacy and impact of Communist Party rule, the political economy, and the major political, social, and economic problems currently facing Russia and the Commonwealth leadership.

PRE-ENGINEERING

College of Natural and Behavioral Sciences

Program Description

CSU Dominguez Hills offers a Pre-Engineering Program where students complete the first two years of their degree at CSU Dominguez Hills and may then finish the last two years of their major at a partnering CSU campus.

Features

The Program includes the basic sciences, mathematics, and engineering course work required in the first two years of work toward an Engineering Degree. Students have the benefit of close instructor contact, small class size, and easy access to a complete range of modern laboratory and computing facilities.

For further information, contact the Physics Department Office, NSM B-202, (310) 243-3591

Academic Advising

Individualized academic advising is an important feature of the Program. Students should contact the Office of the Dean of College Natural and Behavioral Sciences in order to be assigned an advisor to assist them in planning their programs. Since much of the course work must be completed in a specific sequence, it is important that students in the Program meet with their designated advisor each and every semester.

Preparation

High school students planning to enter engineering are advised to pursue a strong program in pre-engineering subjects. At the minimum, these should include the following: Four years of mathematics, including advanced algebra, geometry and trigonometry; one year of biology; one year of chemistry; and one year of physics. Analytic geometry, and calculus also are desirable. Community college transfers may complete a portion of the Program at a community college. However, they should consult an engineering advisor to assure that their program is appropriate for the engineering program they plan to enter.

Program Requirements

Specific course requirements may vary somewhat, depending on the engineering major pursued. For this reason, it is important that students in the Program choose their area of engineering as soon as possible. However, most engineering programs require at least the following minimum core:

CHE 110. General Chemistry (5)

EGR 205. Mechanics (3) [I]

MAT 191. Calculus I (5)

MAT 193. Calculus II (5)

MAT 211. Calculus III (5)

MAT 311. Differential Equations (3)

PHY 130. General Physics I (5)

PHY 132. General Physics II (5)

[I] = course is infrequently offered

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

Infrequently Offered Courses

The following courses are scheduled only on a "demand" basis. Students should consult the department office for information about the next scheduled offering.

EGR 101 Introduction to Engineering (3).

Prerequisite: MAT 191 (or co-requisite).

Basic topics in combinational switching circuits and digital computers.

EGR 205 Mechanics (3).

Prerequisite: PHY 130.

Fundamental principles of statics, kinematics and dynamics, with application to idealized structures and physical systems.

EGR 210 Electrical Circuits (3).

Prerequisites: PHY 132 and MAT 211.

Linear electrical circuits. Kirchhoff's laws, network theorems, mesh and nodal analysis. Thevenin and Norton equivalents. Simple RLC circuits. Phasors. Three-phase circuits. Two hours of lecture and three hours of laboratory per week.

PRE-HEALTH PROFESSIONS PROGRAM

College of Natural and Behavioral Sciences

Examples of Health Professions

- Chiropractic
- Dentistry
- Medicine
- Optometry
- Osteopathy
- Pharmacy
- Physician Assistant
- Podiatry
- Veterinary Medicine

Program Description

An important component of the CSUDH undergraduate curriculum is the preparation of students for medical and other health professional programs, e.g. dentistry, pharmacy, veterinary medicine, etc. This preparation can include a major in the sciences as well as a major in other disciplines, e.g. music, history, English, etc. In fact, a "well rounded" education is viewed very favorably by many health professional school admissions committees, so for even those who major in a science, it is important to obtain a broad liberal arts education by taking electives in the humanities, fine arts and social and behavioral sciences. However, it must be recognized that majoring in a non-science discipline does require completing, and doing well, in the science courses that are pre-requisites for admissions to the health professional schools.

Since many of the professional health schools (e.g. medicine, dentistry, pharmacy, optometry and podiatry) require similar courses as requirements for admissions, this sheet describes the CSUDH courses for "pre-health professional" programs.

Generally, the requirements for these health professional schools include one-year lecture and laboratory in general chemistry, organic chemistry, physics, general biology and math. In addition, some may require or recommend additional courses in anatomy, physiology, genetics and/or biochemistry.

To reiterate, students must meet these course requirements in addition to those courses required for their major.

Students who already have a bachelor's degree in an area other than the sciences may, of course, fulfill the minimum requirements for entrance into these health schools by completing the core requirements through a post-baccalaureate program or possibly a second bachelor's degree. Note that in the CSU system, this is usually only accomplished through Open University enrollment. Faculty in the sciences, i.e. biology, chemistry and physics often teach the required courses. At CSUDH, students taking these courses benefit from small class size, close instructor contact and active advising programs.

Academic Advising

Regardless of their major, pre-professional health students should be advised by a faculty member with knowledge of the admission requirements of the health professional schools so as to assist them in planning entrance requirements for the professional school.

Since the entrance requirements vary, it is important that the student works with the advisor to determine the specific requirements of each school to which they plan to apply.

Community College transfer students often complete some of the lower division required courses at their community college. However, they should consult with the Pre-health advisor, the Advising Center and the University Catalog for the requirements.

Dr. Thomas Landefeld, from the Biology department, has been designated as the CSUDH Pre-Health Advisor. Students who are interested in a career in the health professions should make an appointment with him at any stage of their education, preferably as early as possible once they have made that decision. Appointments can be made by calling the Biology Department at 310-243-3381.

Preparation

It is strongly advised that students check individual professional schools/programs for their requirements and recommendations as some schools may have specific requirements for their programs.

The following list represents examples of some general pre-health course requirements.

- 1 year general biology with lab (e.g. BIO 120/122)
- 1 year general chemistry with lab (e.g. CHE 110/112)
- 1 year organic chemistry with lab (e.g. CHE 310/311/312/313)
- College math - School **may** require statistics and calculus (e.g. MAT 131/MAT 171 or 191)
- 1 year physics with lab (e.g. PHY 120/122 or PHY 130/132) while some schools may specify a calculus based-physics
- 1 year college English (composition)

Often recommended courses:

- Biochemistry with lab (e.g. CHE 450/451) – strongly recommended
- Spanish (particularly for CA and TX schools, but others may also recommend) – strongly recommended
- Cellular and molecular biology, endocrinology, microbiology, immunology, genetics, developmental biology, psychology
- Psychology (may be required). At the very least, more emphasis is being placed on social and behavioral aspects of health for practitioners.
- Animal/human nutrition, vertebrate physiology (especially for veterinary medicine)
- Economics and composition
- Specific Letters of recommendation, e.g. from a DO for application to DO schools.

Additional Experiences that strengthen an application:

Scientific research is often advantageous for applications, although not required.

Clinical exposure is critical to the application. This can be shadowing of the health professional or by participating in a clinical care program such as the Clinical Care Extender (CCE).

It is critical to speak to the Pre-health advisor to not only discuss specific career plans but also to better prepare the application regarding such things as a personal statement, obtaining letters of

recommendation and choosing schools. However, in addition, the student must familiarize themselves with as much information as possible regarding not only the health professional schools but also about the career itself. An excellent resource for researching health careers: www.explorehealthcareers.org.

PRE-LAW

Planning Undergraduate Coursework

CSU Dominguez Hills offers extensive and varied opportunities to plan for a future career in law. There are many courses in various disciplines that contribute to the skills students will need as a lawyer. For help in choosing your courses, contact the University Advisement and Testing Center after admission to the university.

Skills Pre-Law Students Must Develop

Several broad objectives of pre-legal education are set forth by the Association of American Law Schools. These include the oral and written command of language; an understanding and appreciation of social, political and economic values, institutions, problems and frames of reference; and an ability for creative, innovative, critical and analytical thinking.

Choosing a Major or Minor

The selection of a major and minor should depend on the student's personal interest or goals. Traditionally, students bound for law school majored in political science. More recently, with new social trends, students also major in such varied areas as public administration, sociology, business, economics, history, English, philosophy.

The Stanley Mosk Undergraduate Moot Court Competition

CSU Dominguez Hills has the only undergraduate moot appellate court that permits students to argue before Supreme and Appellate Court Justices. Each spring a competition is held in which students are given research materials, trained in oral argument, and compete in rounds. Courses are presently available, though not required for participation, in political science and sociology.

Law School Admissions Test & Letters of Recommendation

Applicants for admission to most law schools are expected to have a B.A. or a B.S. Degree and to have taken the Law School Admission Test (LSAT). The LSAT is a specialized test designed to measure cognitive skills that are used in legal reasoning and argument. Test preparation courses can help raise student scores; but such preparation is best done well in advance. A manual is available which explains LSAT preparation and relates it to upper division coursework. See a major advisor as close as possible to the beginning of your junior year or earlier to take best advantage of LSAT preparation. Many law schools require that the LSAT be taken by December of the year preceding law school entry. A packet of information about the LSAT is available from the University Bookstore, the Information Center or by writing directly to the Law School Admission Services, Box 2000, Newtown, PA 18940.

Letters of recommendation, and even personal statements require early planning. A manual on how to write requests for letters of recommendation and how to strengthen personal statements is available to students. Students should obtain these manuals and plan their applications with their advisors during their junior year.

Credit/No Credit Courses and Law School Admission Policy

Most law schools require applicants to take the Law School Admissions Test and also subscribe to the Law School Data Assembly Service (LSDAS), which reviews academic transcripts and standardizes undergraduate records to simplify the work of law school admission committees. Grades are converted to one system that allows law schools to compare applicants from many different campuses on a uniform basis. Note the LSDAS counts a "NC" grade in a CR/NC class as a failing grade. Students planning to apply to law school must either complete the course for

"Credit" or withdraw. Do not simply drop the course and allow a "No Credit" to appear on the transcript.

Phi Alpha Delta

Students are encouraged to join the university's chapter of Phi Alpha Delta, a pre-law society.

Sources of Additional Information

There are special financial benefits and educational programs available to minority students through the Council on Legal Education Opportunity, 1800 M. Street, N.W., Suite 290, North Lobby, Washington, D.C. 20036.

For general law information, a student should see the bulletins or catalogs of various law schools or the official Pre-Law Handbook, current edition, prepared by the Law School Admission Test Council and the Association of American Law Schools. This handbook may be obtained at most college bookstores or ordered from Educational Testing Services, Princeton, N.J. 08540. Usually a copy of the latest edition of the Pre-Law Handbook will be on reserve in the library.

PSYCHOLOGY

College of Natural and Behavioral Sciences

Department of Psychology

Bachelor of Arts

Minor

Master of Arts

Clinical Psychology Option

Health Psychology Option

Faculty

Undergraduate

Carl Sneed, Department Chair

Giacomo Bono, Heather Butler, L. Mark Carrier, Ramona Davis, Maria Hurtado-Ortiz, Erin Merz, Jeb Middlebrook, Keisha Paxton, Silvia Santos, Carl Sneed, Tara Victor, Karen Wilson
Neil Farmer, Psychology Technician

Department Office: SBS A-336, (310) 243-3427

Comprehensive Advising Center: SBS B-241B, (310) 243-3585

Technical Services: SBS A-240, (310) 243-3517

Graduate

Karen Wilson, SBS A-335, (310) 243-3642

Emeriti Faculty

Jack Adams, Leo Cain, Lisa Gray-Shellberg, Aaron Hass, Diane Henschel, George Marsh, M. Milo Milfs, Harvey Nash, Beverly Palmer, Eleanor B. Simon Price, Larry Rosen, Fred Shima, Quentin C. Stodola, Judith Todd, Sandra Wilcox

Program Description

Psychology is about people's behavior and about people's experience. Psychologists teach and do research or applied work on subjects relating to the social and behavioral sciences. In order to discover more about behavior, psychologists study both humans and animals. Psychology covers a wide range of topics, from the way our social environment influences us to the inner workings of our bodies. This diversity of topics is reflected in the psychology curriculum.

The Department of Psychology sees its mission as offering a solid foundation in the theories and scientific methods of psychology to diverse and nontraditional students who choose to study Psychology at the undergraduate and graduate level. The department offers courses in aspects of the empirical knowledge base of scientific psychology and applied psychology for psychology majors and graduate students. Furthermore, the department helps meet the needs of those studying other subjects, such as Human Services majors, Liberal Studies majors, people minoring in Psychology, and other individuals. The department sees its mission as offering these educational experiences within a framework which values and encourages diversity. Within this broad mission, the department develops, evaluates, and alters, as needed, a set of specific goals and objectives for the psychology major.

The department publishes its goals and objectives for all Psychology students to review. It also engages in an ongoing Outcomes Assessment program to evaluate its success in achieving these goals and objectives. Psychology majors are required to participate in the Outcomes Assessment program in order to evaluate both the effectiveness of the department and student competencies.

Features

At the undergraduate level, the Department of Psychology provides opportunity for the study of three different aspects of the field. For students interested in the research and scientific aspects, courses on the application of the scientific method to the study of human and animal behavior are offered. For those with applied interests, courses relating to counseling, clinical psychology, health psychology and behavioral medicine, industrial and organizational psychology, computers, and service in community agencies are offered. For students with a general interest in psychology, many courses provide knowledge that is useful in understanding one's self and in understanding and relating to others effectively.

Requirements for the Bachelor of Arts in Psychology can be completed by attending class during the day or evening hours. At present, it may take six or more semesters to complete the upper division courses in the evening.

Academic Advisement

The Psychology Department Sears Center in SBS B-241B and the faculty provide advising for the psychology major, minor, and electives as well as General Education advisement for psychology majors.

Students who are contemplating or have decided upon a major or minor in psychology or who have an interest in taking psychology courses as electives should see an advisor in the Psychology Department Sears Center at their first opportunity. It is in each student's best interest to see a peer advisor at least once a semester and to keep his or her files in the Sears Center up to date.

Preparation

High school students are encouraged to take four years of English and three years of mathematics including algebra. Courses in biology and psychology and the other social and behavioral sciences are recommended. Knowledge of computers is helpful for some courses. Transfer students should contact their counseling center or advisor to identify appropriate lower division major/minor preparatory courses. Whenever possible, transfer students who do not plan to transfer until their junior year should take the lower division equivalents of PSY 101, PSY 230, and PSY 235.

Career Possibilities

In addition to preparing students for graduate study in psychology and other professions, an undergraduate degree can lead directly to employment in business and industry, education, counseling, human services, and several other areas.

Psychology courses also can be used to develop and strengthen adaptive or intellectual skills, and add to students' knowledge base and facilitate development of behavioral traits and attitudes linked to career success. The adaptive skills that are most directly fostered within the psychology curriculum are: interpersonal and human relations skills, thinking and problem solving skills, communication skills.

Psychology is an excellent major or minor for students who are interested in careers in management, communication, marketing or other positions that require understanding of human behavior and human interactions. Many students who are interested in careers in law or medicine

choose a psychology degree for their undergraduate major. The psychology degree is pursued by many students who wish to engage in graduate study in psychology at the master's or doctoral degree level as preparation for careers in mental health, psychological research, industrial and organizational psychology and college teaching. Additional competencies recommended for the major include computer literacy and a second language.

Student Organizations

The department has a chapter of Psi Chi, the National Honor Society for Psychology, a Psychology Club, and numerous opportunities for student involvement in research and service.

Graduation With Honors

An undergraduate student may be a candidate for graduation with Honors in Psychology by meeting the following criteria:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum grade point average of at least 3.5 in all courses used to satisfy the upper division requirements in the major;
3. Recommendation by the faculty of the Psychology faculty.

Psychology Skill-Building Elective Course Clusters

Some students may be interested in gaining skills and knowledge in Psychology, but might not want to major in Psychology. Students with interests in gaining psychology-related skills are encouraged to use their general elective courses to take advantage of one of the following skill-building clusters. These clusters are designed to build a foundation in a key area of psychology-oriented skills, such as:

- Business-related Skills: PSY 314, PSY 340, PSY 367, PSY 372
- Counseling and Related Services: PSY 342, PSY 360, PSY 363, PSY 367, PSY 464, PSY 470
- Diversity/Community Issues: PSY 363, PSY 368, PSY 376, PSY 380, PSY 383, PSY 464, PSY 470
- Family Affairs: PSY 350, PSY 351, PSY 352, PSY 353, PSY 382
- Interpersonal Skills: PSY 340, PSY 342, PSY 360, PSY 367
- Children and Adolescents: PSY 350, PSY 351, PSY 314, PSY 367, PSY 382
- For Psychology majors, the following cluster is suggested for those who plan to apply to graduate school:
 - Graduate School Preparation: PSY 330, PSY 331, PSY 360, PSY 363, PSY 464, additional upper-division Lecture/Laboratory courses

Bachelor of Arts in Psychology

Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

Minor Requirements

No minor required. Students completing this major do not need to complete a minor in another field. However, Psychology majors are encouraged to use their general elective courses to take advantage of the Skill-Building Elective Clusters described above. This will further enhance their psychology-related skills.

Major Requirements (42 units)

The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

A. Lower Division Required Courses (9 units):

PSY 101. General Studies Psychology: Understanding Human Behavior (3)

PSY 230. Elementary Statistical Analysis in Psychology (3)

PSY 235. Introduction to Research Methods (3)

NOTE: PSY 101, 230, and 235 should be taken in this order prior to taking other courses in the major.

B. Upper Division Requirements (33 units)

1. Required Courses (6 units):

PSY 305. History and Systems of Psychology (3)

PSY 490. Senior Seminar in Psychology (3)

NOTE: PSY 305 should be taken in the junior year and PSY 490 should be taken in the senior year.

2. Quantitative Methods of Psychology: Select one course from the following (3 units):

PSY 330. Intermediate Statistics and Research Design (3)

PSY 331. Measurement in Psychology (3)

NOTE: Both courses listed in the Quantitative Methods of Psychology section are recommended for students planning to pursue graduate studies. PSY 230 or MAT 131 is prerequisite for both courses.

3. Research Experience: Select one of the Lecture/ Seminar groups listed below (6 units):

a. PSY 411. Advanced Research Methods in Personality and Social Psychology (3) PSY 412. Research Seminar in Personality and Social Psychology (3)

b. PSY 413. Advanced Research Methods in Learning and Evolutionary Psychology (3) PSY 414. Research Seminar in Learning and Evolutionary Psychology (3)

c. PSY 415. Advanced Research Methods in Cognitive Psychology (3) PSY 416. Research Seminar in Cognitive Psychology (3)

d. PSY 417. Advanced Research Methods in Biological Psychology (3) PSY 418. Research Seminar in Biological Psychology (3)

NOTE: More than one Lecture/Seminar group is recommended to students planning to pursue graduate studies.

4. Electives: Select six upper division Psychology courses not yet taken except PSY 481, PSY 482, PSY 483, or PSY 486. No more than three units may be selected from the following: PSY 396, 494, 496 (a maximum of three units apply to the major), PSY 497 or 498. (18 units)

5. Participation in the Outcomes Assessment Program as announced by the Psychology Department.

Minor in Psychology (15 units)

Select five upper division psychology courses, except PSY 481, PSY 482, PSY 483, PSY 486, PSY 490 or PSY 497. Only one course may be selected from: PSY 396, 494, 496 (a maximum of three units may apply to the minor) or PSY 498. PSY 235 may be substituted for one upper division course (15 units).

Master of Arts in Psychology

The Psychology M.A. (Clinical Psychology option) is designed to meet the professional needs of college graduates who plan careers in community mental health or who are already employed as paraprofessionals and desire to further their education and opportunities for advancement. The student is offered a unique opportunity to obtain solid academic knowledge of clinical psychology coupled with extensive research and supervised experience in the application of the knowledge. The Psychology M.A. (Clinical Psychology option), with the addition of courses in marriage, family and child counseling, can be preparation for the MFT license.

In the Psychology M.A. (Clinical Psychology option) the student is required to complete 33 units of credit, plus 550 hours of supervised practicum in a clinical setting within the community. In addition, the student must successfully complete a written comprehensive examination or a thesis.

The Master of Arts in Psychology (Health Psychology Option) will provide students with a solid academic background in health psychology. This specialized track is designed to meet the professional needs of college graduates who plan careers in community mental health and other health care settings such as rehabilitation centers, primary care centers and hospices. In addition, students enrolled in the Health Psychology Option will learn how to promote wellness in individuals and within organizations, and how to evaluate the effectiveness of prevention and treatment programs. The goal of concentrated study in health psychology is to provide the student with an understanding of the relationships among biological, psychological, and social factors as they interact to influence mental and physical health. This goal is accomplished through an integrated program of coursework and research training. In the Psychology M.A. (Health Psychology option) the student is required to complete 36 units of credit, including three hours of practicum course work. In addition, the student must successfully complete a thesis.

Admission Procedures

A. Mail the following documents directly to:

Attention: Graduate Committee

Master of Arts in Psychology Program

Psychology Department

California State University, Dominguez Hills

1000 E. Victoria Street

Carson, California 90747

1. Departmental application for admission to the Master of Arts in Psychology program. Obtain application from the Psychology Department Office (SBS A336) or online (<http://www.nbs.csudh.edu/psychology>).

2. One official transcript from each college attended.
3. Official score report of the Graduate Record Examination (GRE) General Test. Students can call the Testing Office (243-3909) to obtain a schedule for the GRE.
4. Personal Statement
5. Three letters of recommendation.

B. Submission of university application and supporting documents.

C. All documents listed under item "A" must be on file in the Department of Psychology in order for your application to be considered for entrance to the program. The deadline for applications is March 1 for entrance to the program in the fall semester.

D. You may be asked to attend a personal interview as part of the selection procedure.

Classified Standing and Conditionally Classified Standing

Only students who have met all requirements as noted under Admission Procedures - M.A. Programs for the Psychology Department will be considered for admission into the M.A. in Psychology Program with Classified Standing.

Students who lack some of the admission requirements may be considered for admission into the program with Conditionally Classified Standing. This would allow them to enroll in the University to correct their deficiencies, and also permit them to take up to nine semester units of graduate coursework which could apply toward their degree if and when Classified Standing has been established. Please note that admission to Conditionally Classified Standing does not assure that a student will achieve Classified Standing in the program.

Clinical Psychology Option (33 units)

Admission Requirements

- A. A Bachelor's Degree from a fully accredited institution of higher education.
- B. Completion of Graduate Record Examination (GRE) General Test.
- C. At least a "B" average in the last 60 semester units attempted.
- D. Successful completion of the following undergraduate courses or their equivalent, with at least a "B" average:

PSY 230. Elementary Statistical Analysis in Psychology (3)

PSY 235. Introduction to Research Methods (3)

PSY 330. Intermediate Statistics and Research Design (3) or

PSY 331. Measurement in Psychology (3)

PSY 360. Theories of Personality (3)

PSY 363. Abnormal Psychology (3)

PSY 464. Introduction to Clinical Psychology (3)

E. Special consideration concerning the waiving of some of the above requirements is possible (e.g., if the student has had extensive previous experience in the community or clinical area).

Degree Requirements

A. Required Courses (30 units):

PSY 535. Advanced Research Methods (3)

PSY 550. Seminar in Developmental Psychology (3)

PSY 563. Seminar in Psychopathology (3)

PSY 564. Advanced Psychotherapy Techniques (3)

PSY 565. Psychology of Clinical Groups (3)

PSY 567. Individual Assessment (3)

PSY 570. Community Psychology: Current Theory and Issues (3)
PSY 571. Practicum in Clinical-Community Psychology (3)
PSY 574. Practicum: Diversity Issues in Clinical and Health Psychology (3)
PSY 597. Directed Reading (3) or
PSY 599. Thesis (3)

B. Select one course from the following (3 units):

PSY 510. Career Development in Clinical and Counseling Psychology (3)
PSY 520. Seminar in Psychopharmacology (3)
PSY 530. Advanced Analysis of Variance and Multivariate Techniques (3)
PSY 555. Psychology and Aging (3)
PSY 566. Individual Intellectual Assessment (3)
PSY 575. Theories of Health and Behavior (3)
PSY 576. Seminar in Health Psychology Research (3)
PSY 585. Neuropsychology (3)
PSY 595. Selected Topics (3)
PSY 596. Clinical Psychology Practicum (3)
PSY 597. Directed Reading (3)
PSY 598. Directed Research (3)

C. Additional program requirements include:

1. Completion of the Graduate Writing Competency requirement within two semesters of admission to the program.
2. Comprehensive written examination or completion of a thesis. Students should register for PSY 597 (3 units) during the semester they plan to take the comprehensive examination. Students who choose to complete a thesis should register for PSY 599 in the semester they plan to defend.
3. A minimum of 550 hours of supervised practicum experience.
4. In addition to the major requirements, students must meet all university requirements for the master's degree indicated in the section of the catalog entitled "Graduate Degrees and Postbaccalaureate Studies."

Health Psychology Option (36 units)

Admission Requirements

- A. Bachelor's degree from a fully accredited institution of higher education.
- B. Completion of Graduate Record Examination (GRE) General Test.
- C. At least a "B" average in the last 60 semester units attempted.
- D. Successful completion of the following undergraduate courses or their equivalent, with at least a "B" average:
PSY 230. Elementary Statistical Analysis in Psychology (3)
PSY 235. Introduction to Research Methods (3)
PSY 330. Intermediate Statistics and Research Design (3) or
PSY 331. Measurement in Psychology (3)
PSY 363. Abnormal Psychology (3)
PSY 370. Health Psychology (3)
or coursework in biological psychology

E. Special consideration concerning the waiving of some of the above requirements is possible (e.g., if the student has had extensive previous experience in the health psychology area).

Degree Requirements

A. Required Courses (33 units)

- PSY 520. Seminar in Psychopharmacology (3)
- PSY 530. Advanced Analysis of Variance and Multivariate Techniques (3)
- PSY 535. Advanced Research Methods (3)
- PSY 555. Psychology and Aging (3)
- PSY 563. Seminar in Psychopathology (3)
- PSY 570. Community Psychology (3)
- PSY 574. Practicum: Diversity Issues in Clinical and Health Psychology (3)
- PSY 575. Theories of Health and Behavior (3)
- PSY 576. Seminar in Health Psychology Research (3)
- PSY 585. Neuropsychology (3)
- PSY 599. Thesis (3)

B. Select one course from the following (3 units):

- PSY 510. Career Development in Clinical and Counseling Psychology (3)
- PSY 550. Seminar in Developmental Psychology (3)
- PSY 564. Advanced Psychotherapy Techniques (3)
- PSY 565. Psychology of Clinical Groups (3)
- PSY 566. Individual Intellectual Assessment (3)
- PSY 567. Individual Assessment (3)
- PSY 595. Selected Topics (3)
- PSY 597. Directed Reading (3)
- PSY 598. Directed Research (3)

C. Additional program requirements include:

1. Completion of the Graduate Writing Competency requirement within two semesters of admission to the program.
2. Students must write a thesis as the culminating experience for awarding the degree Master of Arts in Psychology (Health Psychology Option).
3. In addition to the major requirements, students must meet all university requirements for the master's degree indicated in the section of the catalog entitled "Graduate Degrees and Postbaccalaureate Studies."

Advancement to Candidacy

A student must be advanced to candidacy before taking the comprehensive examination or enrolling in PSY 599 Thesis (1-3). The requirements for advancement to candidacy are as follows:

1. Classified Standing in the Psychology M.A.
2. Completion of a minimum of 24 semester units of required courses.
3. Completion of the Graduation Writing Assessment Requirement.
4. Approved Program of Study.

5. A cumulative GPA of 3.0 in all courses taken as a graduate student.
6. No grade lower than a "C" in the degree program.

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

Lower Division

PSY 101 General Studies Psychology: Understanding Human Behavior (3).

An introduction to psychology emphasizing the personal, cognitive and social development and functioning of the individual, and the influence of both physiological and social factors. Consideration of basic concepts and applications.

PSY 110 Critical Thinking and Problem Solving (3).

Course is designed to improve critical thinking and problem solving skills such as deductive and inductive reasoning, probabilistic reasoning and decision-making. May include computer-assisted instruction. A-C/NC grading.

PSY 230 Elementary Statistical Analysis in Psychology (3).

The application of descriptive and inferential statistics to the design and analysis of psychological research.

PSY 235 Introduction to Research Methods (3).

Prerequisite: PSY 230 or MAT 131.

Examination of the design, conduct and interpretation of research studies, both experimental and non-experimental, as demonstrated in a wide range of psychological phenomena. Includes a consideration of philosophy of science and preparation of research reports. Two hours of lecture and three hours of laboratory per week.

Upper Division

PSY 305 History and Systems of Psychology (3).

The study of the development of psychology as a discipline, and the influence of principal leaders and modern psychology.

PSY 314 Behavior Modification (3).

Prerequisite: PSY 101 or equivalent.

The application of principles and concepts from the experimental analysis of behavior to problems outside the laboratory. Each student will successfully complete a project.

PSY 320 Psychopharmacology (3).

Effects of drugs on mood, personality and behavior. Drug use in treatment of mental disorders in children, adults, and the elderly.

PSY 330 Intermediate Statistics and Research Design (3).

Prerequisite: PSY 230 or MAT 131.

The applications of statistical techniques to problems in the behavioral sciences. Discussion of problems in hypothesis formulation, sampling techniques, distribution-free statistics, multivariate data analysis, and presentation of results. Two hours of lecture and two hours of laboratory per week.

PSY 331 Measurement in Psychology (3).

Prerequisite: PSY 230 or MAT 131.

Fundamentals of psychological measurement. Reliability, validity, item analysis, norms, and test construction and selection. Experience in administering, scoring, and interpreting tests of

intelligence, aptitude, and personality. Two hours of lecture and two hours of laboratory per week.

PSY 340 Social Psychology: Psychological Perspective (3).

A broad survey of theories and research areas in social psychology. Including such topics as aggression, prejudice, person perception, leadership and conformity.

PSY 342 Interpersonal and Group Dynamics (3).

Methods, theories and research findings concerning interpersonal dynamics and the dynamics of small groups. The class will learn communication skills and participate in various aspects of group experience.

PSY 350 Child Psychology (3).

The cognitive, psychological and social development of the child from birth to adolescence. Fieldwork at discretion of instructor.

PSY 351 Psychology of Adolescent Experience (3).

Consideration of the major theories and research concerning development during adolescence. Emphasis on the development of personal identity as it relates to social roles in adolescence.

PSY 352 Psychology of Adult Development and Aging (3).

Theories and research in adult development and aging, including the effects of physiological and socio-economic changes on psychological variables within an aging population.

PSY 353 The Experience of Death and Dying: Psychological Perspectives (3).

Readings, discussion, and case studies in the psychodynamics of reactions to death and behavior patterns, coping with impending or recent death, loss, and grief; attitudes towards death and dying; the fear of death; children's responses to death.

PSY 360 Theories of Personality (3).

A study of basic theories of personality including type theories; trait theories; psychoanalytic, learning, biosocial, self and holistic-integrative theories.

PSY 363 Abnormal Psychology (3).

The causes and manifestations of abnormal behavior. Field study and case study.

PSY 367 Effective Communication Skills (3).

Training and practice in effective communication skills, such as active listening, accurate empathy, respect, genuineness, concreteness, assertion and message sending. Lecture will provide theoretical and empirical rationale for applied skills and techniques. Supervised small group practice will provide experience and feedback on applying such skills.

PSY 368 Human Sexuality (3).

Course will cover the physiological and psychological aspects of human sexuality. The origin and treatment of sexual dysfunction will also be discussed.

PSY 370 Health Psychology (3).

Prerequisite: PSY 101.

Survey of the major findings and theories from the field of health psychology. Includes consideration of psychological, social, and cultural effects on health.

PSY 372 Industrial and Organizational Psychology (3).

Survey of the application of psychology to organizations, personnel, work environments, buying, and selling, with particular attention to current issues.

PSY 376 Psychology of Gender (3).

Prerequisite: PSY 101 is recommended.

Theory and research on the development of gender identity and gender differences and similarities. Includes role of ethnicity, cross-cultural evidence, and analysis of status and power differences favoring males.

PSY 380 Psychology of the Mexican American I (3).

Prerequisite: PSY 340 is recommended.

The psychological development and socialization of the Mexican American. The Mexican American as unique from both mother culture and dominant culture, especially a consideration of how language, color, and socio-economic class affect the individual.

PSY 382 Psychological Development of the Black Child (3).

Unique environmental influences on the psychological development of the Black child, from the prenatal period through elementary school. Emphasis on social, intellectual and emotional growth.

PSY 383 Black Psychology (3).

An investigation into the dynamics of the Black personality, and the influence of American social institutions. Focus on the various types of psychological adaptations, identity conflicts, problems of self esteem, and evaluation of Black consciousness.

PSY 396 Practicum in Psychology (3).

Prerequisite: HUS 300 or consent of instructor. May not be taken concurrently with any other fieldwork course.

Supervised work experience in applied psychology, with emphasis upon human services and educational settings. Supervision emphasizes training and application of clinical, interviewing, and other helping skills, didactic methods, group techniques, methods of evaluation and/or other skills specific to fieldwork needs. CR/NC grading. Repeatable course.

PSY 411 Advanced Research Methods in Personality and Social Psychology (3).

Prerequisites: PSY 230, PSY 235, and PSY 340 or PSY 360; concurrent enrollment in PSY 412. Examination of selected areas of personality and social psychology, such as interpersonal attraction, self concept, and attitudes. Equips students to understand, evaluate and independently conduct research.

PSY 412 Research Seminar in Personality and Social Psychology (3).

Prerequisites: PSY 230 and PSY 235; concurrent enrollment in PSY 411.

Development of research skills in personality and social psychology including conception, design and conduct of studies, analyzing, organizing and evaluating findings and communicating results.

Three hours of seminar per week.

PSY 413 Advanced Research Methods in Learning and Evolutionary Psychology (3).

Prerequisites: PSY 230 and PSY 235.

An examination of the scientific synthesis of evolutionary biology and modern psychology, which offers a novel approach to such issues as short-term and long-term human mating strategies, short-term sexual strategies, conflict between the sexes, parental investment, aggression, and social dominance.

PSY 414 Research Seminar in Learning and Evolutionary Psychology (3).

Prerequisites: PSY 230 and PSY 235; concurrent enrollment in PSY 413.

Development of research skills for studying human behavior from the perspective of evolutionary biology, behavioral adaptations, and comparisons with other species. The course includes conception, design and conduct of studies, analyzing, organizing and evaluating findings and communicating results.

PSY 415 Advanced Research Methods in Cognitive Psychology (3).

Prerequisites: PSY 230 and PSY 235.

Survey of cognitive psychology including intelligence, cognitive development, perception, reasoning, memory, problem solving, language, comprehension and decision making.

Consideration of both Piagetian and information processing perspectives. Three hours of seminar per week.

PSY 416 Research Seminar in Cognitive Psychology (3).

Prerequisites: PSY 230 and PSY 235; concurrent enrollment in PSY 415.

Development of research skills in cognitive psychology, including conception, design and conduct of studies, analyzing, organizing and evaluating findings and communicating results.

Three hours of seminar per week.

PSY 417 Advanced Research Methods in Biological Psychology (3).

Prerequisites: PSY 230 and PSY 235.

Study of biological mechanisms underlying human behavior including physiology of various systems including nervous system, sensory and motor systems, endocrine system, with attention to applications and current advances in neuroscience.

PSY 418 Research Seminar in Biological Psychology (3).

Prerequisites: PSY 230 and PSY 235; concurrent enrollment in PSY 417.

Development of research skills in biological psychology, including conception, design and conduct of studies, analyzing, organizing and evaluating findings and communicating results.

Three hours of seminar per week.

PSY 464 Introduction to Clinical Psychology (3).

Prerequisite: PSY 363.

An overview of psychology in the clinical situation. The scope, ethics, theories, and methods of clinical psychology.

PSY 470 Community Psychology: Issues and Practice (3).

Prerequisite: PSY 363.

Introduction to issues and concepts in community psychology, including the study of community organization and intervention programs.

PSY 480 Sport Psychology (3).

Prerequisite: PSY 314 or PSY 340; or consent of instructor.

Psychological principles and research in motivation, psychophysiology, personality, cognition, development, emotion and group behavior applied to sport settings.

PSY 481 Applied Sport and Fitness Psychology (3).

Scientific research results in the field of psychology are used to enhance performance as well as illustrate how participation in sports and physical activity can facilitate psychological development and physical well being. This course is not open for credit toward the psychology major or minor.

PSY 482 Psychology of Coaching and Team-Building (3).

Group processes, team-building techniques, leadership skills and interpersonal communication skills will be applied to enhancement of team sports performance and individual well-being. This course is not open for credit toward the psychology major or minor.

PSY 483 Contemporary Issues in Sports and Fitness (3).

Psychological theories will be applied to the identification and treatment of problems people who participate in sports may have as well as applied to the promotion of mental health. This course is not open for credit toward the psychology major or minor.

PSY 486 Internship in Sport Psychology (3).

Prerequisite: PSY 480.

Supervised application of psychological principles applied to sports and exercise to promote performance and optimal well-being. CR/NC grading. This course is not open for credit toward the psychology major or minor.

PSY 490 Senior Seminar in Psychology (3).

Prerequisites: PSY 230, PSY 235, and PSY 330 or PSY 331 and senior standing.

A seminar designed to integrate previous work and experience by emphasizing the application of theoretical models and research designs and the relationship among theory, research, and the dissemination of research findings. Three hours of seminar per week.

PSY 494 Independent Study (1-3).

Prerequisite: Consent of instructor.

A reading program of selected topics conducted under the supervision of a faculty member.

Repeatable course.

PSY 495 Seminar on Special Topics in Psychology (3).

Prerequisite: Consent of instructor.

An intensive study of a psychological topic which commands the current focus of interest of both the faculty member and the students. If repeated, the course will count only once toward the major. Repeatable course. Three hours of seminar per week.

PSY 496 Internship (3).

Prerequisites: PSY 396 or consent of instructor. May not be taken concurrently with any other fieldwork course.

Survey of professional and ethical issues in the helping professions. Supervised internships in human services setting.

PSY 497 Seminar in Peer Advising (3).

Prerequisite: Senior standing and completion of 15 units of Psychology.

Training, supervision, and experience in peer advising. Emphasis on how to provide effective academic assistance and planning, with other helping and administrative skills also taught.

Repeatable course. Three hours of seminar per week.

PSY 498 Directed Research (1-3).

Prerequisite: Consent of instructor.

The student develops and completes an individual study under faculty supervision. Repeatable course.

Graduate

Graduate standing and/or consent of the graduate program coordinator is a prerequisite to enrollment in graduate (500 level) courses.

PSY 510 Career Development in Clinical and Counseling Psychology (3).

Prerequisites: Admission to the MA Psychology program.

This graduate seminar course will examine career development theories and techniques in clinical and counseling psychology. Course content will explore decision-making models and interrelationships among and between work, family and other life roles and factors, including the role of multicultural issues in career development.

PSY 517 Seminar in Physiological Psychology (3).

Prerequisites: PSY 230 or MAT 131; PSY 417 and PSY 418.

An advanced study of the physiological correlates of psychological phenomena including learning, motivation, emotion, sleep and personality. Three hours of seminar per week.

PSY 520 Seminar in Psychopharmacology (3).

Prerequisite: PSY 320 and PSY 417 are recommended.

The role of drugs on cognition, emotion, and behavior, with reference to their biochemical actions. Emphasis will be placed on psychoactive drugs, such as psychiatric medications, recreational drugs and over-the-counter drugs.

PSY 530 Advanced Analysis of Variance and Multivariate Techniques (3).

Prerequisites: PSY 330 or equivalent. PSY 235 is recommended. Corequisite: PSY 535 is recommended.

Advanced analysis of variance including multifactor randomized groups and repeated measures designs, nested designs, analysis of covariance, multiple regression, multiple discriminant function, factor analysis.

PSY 535 Advanced Research Methods (3).

Prerequisites: PSY 230 or MAT 131; PSY 235; PSY 330 or equivalent is required; PSY 530 is recommended.

Advanced research methodology; including experimental design, correlational and ex post facto studies: problems in research, e.g., generalization, significance, reliability; critique of research; and philosophy of science. Will include a directed research project.

PSY 550 Seminar in Developmental Psychology (3).

Prerequisites: PSY 230 or MAT 131; PSY 235; PSY 350 or equivalent.

Exploration and discussion of recent theoretical and research literature on topics such as early experience, intelligence vs cognition, gerontology, imitation and social development, and research on adolescence. Three hours of seminar per week.

PSY 555 Psychology and Aging (3).

Prerequisite: PSY 363 or equivalent.

Examination of psychological aspects of the aging process, with special emphasis on applied issues in aging research. Topics include: biological aspects of aging, health context of aging, mental health and aging, culture and spirituality, and care giving issues.

PSY 563 Seminar in Psychopathology (3).

Prerequisite: PSY 363.

Intensive analysis of theory and research in psychopathology. Various orientations, such as behavioral, psychophysiological, and existential will be explored. Three hours of seminar per week.

PSY 564 Advanced Psychotherapy Techniques (3).

Prerequisite: PSY 464 or PSY 563.

Course will include an indepth coverage of techniques from two or more psychotherapeutic approaches. These approaches include the psychodynamic, humanistic, cognitive, and behavioral approaches. Emphasis is on concrete application of these approaches in short term counseling situations.

PSY 565 Psychology of Clinical Groups (3).

Exploration of different approaches to therapeutic intervention on a group level. Course will include an experiential laboratory component where students will have experience in leading groups using different theoretical orientations. Two hours of lecture and two hours of activity per week.

PSY 566 Individual Intellectual Assessment (3).

Prerequisite: PSY 331.

Techniques for administering, analyzing, and interpreting individual intellectual tests (such as the Wechsler and the Stanford- Binet) and psychomotor tests. Intensive supervised practice in administering the tests will be provided. Two hours of lecture, two hours of activity and fieldwork by arrangement per week.

PSY 567 Individual Assessment (3).

Prerequisites: PSY 563 and PSY 570.

Study of techniques for administering, analyzing and interpreting personality tests and reporting test results. Supervised intensive practice in administering tests will be provided. Two hours of lecture with two hours of activity and fieldwork by arrangement per week.

PSY 570 Community Psychology: Current Theory and Issues (3).

Prerequisite: PSY 363 or PSY 470.

Theory of the interaction between individual functioning and social system variables with emphasis on the changing role of the community mental health specialist and the community psychologist.

PSY 571 Practicum in Clinical-Community Psychology (3).

A case approach to issues in clinical community psychology coordinated with supervised experience. Some of the topics covered are diagnosis, interventions, ethics, laws, and cross-cultural counseling. CR/NC grading. Three hours of seminar plus supervised fieldwork per week.

PSY 574 Practicum: Diversity Issues in Clinical and Health Psychology (3).

Examination of the impact of culture on mental health and on the therapeutic relationship. Race/ethnicity, culture, class, sexual/affective orientation, ability status, and gender issues will be explored.

PSY 575 Theories of Health and Behavior (3).

Prerequisite: Graduate Standing

Overview of the relationships among psychosocial factors, illness and health, based on research and theory from psychology, sociology, anthropology and biology. Topics include: stress, obesity and life-threatening illness.

PSY 576 Seminar in Health Psychology Research (3).

Prerequisites: PSY 235 and PSY 330.

Analysis and discussion of research in health psychology. Areas of research study will include: health promotion; coping mechanisms in chronic illness, chronic pain, psychocardiology, immigrant and refugee health/psychosocial adjustment, and cultural issues in specific disease processes.

PSY 580 Advanced Sport Psychology (3).

Prerequisites: Graduate standing and permission of instructor.

Psychological principles and research in motivation, psychophysiology, personality, cognition, development, emotion and group behavior applied to sport settings.

PSY 585 Neuropsychology (3).

Prerequisite: PSY363 or equivalent. Coursework in biological psychology is recommended.

Overview of neuroanatomy, neuropathology, and clinical and experimental data on brain-behavior relationships.

PSY 592 Teaching Psychology (3).

Prerequisites: Graduate standing and permission of Graduate coordinator.

Discussion of teaching/learning styles, educational issues, technological advances, teaching methods and materials, curriculum development, and evaluation of course, teacher and student. Repeatable course.

PSY 595 Special Topics in Psychology (3).

Advanced course of special interest for psychology graduate students. Topic and content will vary as announced. Repeatable course. Three hours of seminar per week.

PSY 596 Clinical Psychology Practicum (3).

Prerequisite: PSY 571 or PSY 574. PSY 564 is recommended.

Field placement and clinical training in the applied use of theory, working with individuals and families, and documentation skills. Students must have completed 12 units of coursework before beginning practicum and site must be approved by the MA Psychology program. Repeatable course. CR/NC grading.

PSY 597 Directed Reading (1-3).

Prerequisite: Classified graduate standing.

Assignment of a reading list formulated under the supervision of the instructor. Repeatable course.

PSY 598 Directed Research (1-3).

Prerequisite: Classified graduate standing.

Students will design and conduct research projects under the direct supervision of the instructor. Repeatable course.

PSY 599 Thesis (1-3).

Prerequisite: Advancement to Candidacy.

Thesis. Repeatable course.

PSY 600 Graduate Continuation Course (0).

Graduate students who have completed their coursework but not their thesis, project, or comprehensive examination, or who have other requirements remaining for the completion of their degree, may maintain continuous attendance by enrolling in this course. Signature of graduate program coordinator required.

Infrequently Offered Courses

The following courses are scheduled on a "demand" basis. Students should consult the department office for information about the next scheduled offering.

PSY 312 Theories of Learning (3).

Consideration of the major theories of learning and their experimental bases.

PUBLIC ADMINISTRATION

College of Business Administration and Public Policy

Department of Public Administration and Public Policy

Bachelor of Science

Administrative Management Concentration
Criminal Justice Administration Concentration
Health Services Administration Concentration
Nonprofit Management Concentration
Public Financial Management Concentration
Public Personnel Administration Concentration

Minor

Criminal Justice Administration
Public Administration

Master of Public Administration

Criminal Justice Policy and Administration Concentration
Health Care Policy and Administration Concentration
Nonprofit Management Concentration
Public Management Concentration

Faculty

Elena Kulikov, Department Chair
Hugo Asencio, Shari Berkowitz, Theodore P. Byrne, Elena Kulikov, Gus Martin,
Marie Palladini, Jennifer Sumner, Rui Sun
Department Office: SBS D-321, (310) 243-3444
Undergraduate Advising: SBS A-319, (310) 243-3561
Betty Vu, Director, Master of Public Administration Program
MPA Advising Office: SBS A-313, (310) 243-3465
Emeriti Faculty
Mary Auth, Iris Baxter, Justine Bell, Gary Colboth, David J. Karber, Ira Schoenwald

Features

Undergraduate

The Bachelor of Science in Public Administration is designed to provide professional preparation for administrative or managerial positions in public service organizations. The degree program requires: 1) completion of a set of core courses common to all public administration students; 2) a concentration and 3) two additional courses for breadth. The Bachelor of Science in Public Administration Degree is a single-field major, which means that students are not required to complete a minor for graduation.

The Minor in Public Administration is designed to provide a basic foundation in public management. The minor is especially appropriate for students who major in the Social and

Behavioral Sciences. It is an attractive option to students with majors in fields that lead to public sector employment, like recreation or health science.

In addition to full-time faculty, the department has part-time faculty who are practicing public managers in their areas of specialization. Several of the full-time faculty also have lengthy careers as public managers.

To complement the traditional classroom instruction, the Department of Public Administration and Public Policy offers a number of activities that enhance the total educational experience of students. The department sponsors speakers and professional symposia. The faculty also sponsors the Dominguez Public Administration Association (DPAA), a student club open to all public administration students, and Pi Alpha Alpha, a renowned national honor society for outstanding Public Administration students.

Graduate

The Master of Public Administration (MPA) program is designed to provide quality professional education for persons entering or working in public service professions. The MPA program prepares students for careers as professional managers of public sector or nonprofit organizations, as well as for research, consulting, and teaching careers. The MPA curriculum provides a theoretical foundation for the practice of public management.

After meeting prerequisite requirements, students can finish all other program requirements in two and a half academic years if they complete two courses per semester and two summer courses (depending upon summer scheduled courses). The MPA program is accredited by the [Network of Schools of Public Policy, Affairs and Administration](#) (NASPAA), the professional association responsible for evaluating the quality of MPA degree programs. NASPAA is located at 1029 Vermont Ave., N.W., Ste. 1100, Washington, DC 20005-3517.

MPA Criminal Justice Policy and Administration

This program is designed to provide criminal justice agency professionals with coursework in policy-making, administration, and the managerial operations of the criminal justice system. The curriculum offers students who may be new to the field the insight and background needed to begin successful public sector careers, while preparing experienced professionals to assume positions that demand additional responsibility.

MPA Health Care Policy and Administration Concentration

This program is designed to provide a quality graduate professional education for individuals entering or currently employed in health services agencies. It prepares graduates for careers in health services administration, planning, policy, evaluation, consulting, and related careers.

MPA Nonprofit Management Concentration

Nonprofit Management concentration was developed to meet the needs of the growing nonprofit arena. This concentration offers students a program that addresses the social, political, and economic landscape of the sector, its origin, size, composition, and its role in American Society and elsewhere. The coursework will review the size, scope, and dimensions of the U.S. nonprofit sector and examine theories of the sector and its conceptual underpinnings in some depth along with historical and religious foundations. This concentration also looks at such issues as why people organize, give financial support, and donate time. The concentration examines key aspects of the fundraising process for nonprofit organizations, major theoretical foundations, and general fundraising principles as well as a variety of marketing and fundraising techniques, sources of donations, and aspects of managing the fundraising process. The concentration combines applied and conceptual readings and provides students with opportunities to apply

concepts and techniques through a series of service-learning portfolio assignments in collaboration with area nonprofit organizations.

MPA Public Management Concentration

The Public Management concentration is designed to provide the Master of Public Administration program with an emphasis in the structure, functioning, and skill competencies required for contemporary managers in the public and nonprofit sectors. This concentration offers our students a program that addresses the social, political, and economic landscape of the public sector, and its history and role in American Society. This concentration provides a broad examination of theoretical perspectives, the environmental context, and management functions that can be used to analyze organizations and to improve organizational effectiveness. The concentration combines applied and conceptual readings and provides students with opportunities to apply concepts and techniques to issues experienced in various workplace settings.

Academic and Professional Advisement

Undergraduate

Candidates for the Bachelor of Science (B.S.) degree receive academic advisement for designing and completing their program of study. Specialized professional advisement can be obtained from the CBAPP Advisement Center. Undergraduate students seeking professional advisement should contact department faculty, who are available to discuss career options and current policy issues in professions within the areas of Public Administration and Public Policy.

Graduate

Candidates for the Master of Public Administration (MPA) degree receive academic advisement through the College's Graduate Business and Public Administration Advising Office. Students seeking academic advisement should contact the MPA Advising Office at (310) 243-3465, or mpaonline@csudh.edu. Specialized professional advisement can be obtained from members of the Public Administration faculty. Graduate students seeking professional advisement should contact department faculty, who are available to discuss career options and current policy issues in professions within the areas of Public Administration and Public Policy.

Preparation

Undergraduate

High school students should take college preparatory courses in the social and natural sciences, English and mathematics.

Students taking their first two years of study at a community college are advised to complete lower division general education requirements.

Graduate

While completing their undergraduate degrees, future MPA students should, if possible, complete a basic statistics course, a computer applications course, and three or more undergraduate public administration courses.

Career Possibilities

Undergraduate

The job opportunities for students in public administration are as diverse as the range of services provided by governments in the United States. Students may also be employed in fields such as law enforcement, human services, education and transportation.

In addition, the program provides employment preparation for: nonprofit organizations, utility companies, and some private firms and hospitals. The degree also provides a strong base for those pursuing a career in law.

Graduate

The Master of Public Administration (MPA) degree provides students with the educational background and professional competencies needed to secure upper level administrative/managerial positions in a variety of public sector and nonprofit organizations, or in firms with close ties to governments, such as utilities or defense contractors.

The majority of MPA students at CSU, Dominguez Hills are already employed by public agencies when they begin their graduate education and use their Master's degrees for professional advancement within their organizations. Other students with little or no work experience, or those with no managerial experience, use the MPA degree to obtain entry-level administrative or management positions. Students also use the MPA degree as preparation for doctoral study, law school, and careers in teaching and research.

Graduation with Honors for Undergraduate Students

An undergraduate student may be a candidate for graduation with Honors in Public Administration by meeting the following criteria:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum grade point average of 3.5 in all courses used to satisfy the upper division requirements in the major;
3. Recommendation by the Public Administration faculty.

Bachelor of Science in Public Administration

Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120.

General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

Minor Requirements

Single field major, no minor required.

Major Requirements (48 units)

Students must select one of the concentrations listed. The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

Common Core Requirements (36 units)

A. Lower Division Required Courses (6 units):

CIS 270. Information Systems and Technology Fundamentals (3)

MAT 105. Finite Mathematics (3) or

MAT 131. Elementary Statistics and Probability (3)

B. Upper Division Required Courses (24 units):

ENG 352. Writing and Speaking Skills for Management (3) or

BUS 300. Business Communications (3)

PUB 300. Foundations of Public Administration (3)

PUB 301. Administrative Leadership and Behavior (3)

PUB 302. Administration of Financial Resources (3)

PUB 303. Public Personnel Administration (3)

PUB 304. Administration of Public Policy (3)

PUB 305. Applied Statistics in Public Administration (3) or

CJA 341. Statistics in Criminal Justice Administration (3)

PUB 490. Senior Seminar in Public Administration (3)

C. Electives (6 units): Select a total of two courses from the following choices:

CJA XXX. (See explanation below)*

CJA XXX. (See explanation below)*

POL 310. Current Issues in American Government (3)

POL 354. American Political Thought (3)

PUB XXX. (See explanation below)*

PUB XXX. (See explanation below)*

PUB 496. Internship Practicum (3)

Enrollment in PUB 496 requires the consent of the department chair.

SOC 315. Sociology of Work (3)

THE 320. Speech Skills and Techniques (3)

* Any Public Administration or Criminal Justice Administration course not used to satisfy other core or concentration requirements.

Each student must select one of the concentrations listed below:

Administrative Management Concentration (12 units)

A. Select three courses from the following (9 units):

CJA 423. Administrative Law (3)

PUB 314. Compensation, Staffing, and Appraisal (3)

PUB 315. Labor-Management Relations in Government (3)

PUB 324. Analytic Decision-Making (3)

PUB 426. Intergovernmental Relations and Grant-Writing (3)

PUB 434. Administrative Planning (3)

B. Select one additional course from the above list or from the following (3 units):

COM 300. Organizational Communications (3)

COM 365. Introduction to Public Relations (3)

PSY 372. Industrial and Organizational Psychology (3)
PUB 330. Urban Administration (3)
PUB 371. Health Services Administration and Public Policy Development (3)
SOC 315. Sociology of Work (3)
THE 320. Speech Skills and Techniques (3)

Criminal Justice Administration Concentration (12 units)

A. Required Courses (9 units):

CJA 340. Criminal Justice and the Community (3)
CJA 342. Legal Foundations of Justice Administration (3)
CJA 423. Administrative Law (3)

B. Select one additional course from the following (3 units):

CJA 443. Criminal Law and Justice Administration (3)
CJA 444. Juvenile Justice Process (3)
CJA 445. Policing and the Administration of Justice (3)
CJA 446. Terrorism and Extremism (3)
NCR 541. Restorative Justice (3)*
POL 360. American Constitutional Law: Distribution of Power (3)
PUB 315. Labor-Management Relations in Government (3)
PUB 324. Analytic Decision-Making (3)
PUB 330. Urban Administration (3)
PUB 434. Administrative Planning (3)
SOC 364. Corrections (3)
SOC 368. Criminology (3)
SOC 369. Juvenile Delinquency (3)

* Open to seniors only.

Health Services Administration Concentration (12 units)

A. Required Courses (6 units):

PUB 371. Health Services Administration and Public Policy Development (3)
PUB 373. Health Policy (3)

B. Select two additional courses from the following (6 units):

CJA 423. Administrative Law (3)
PUB 314. Compensation, Staffing, and Appraisal (3)
PUB 315. Labor-Management Relations in Government (3)
PUB 434. Administrative Planning (3)
ECO 384. Economics of Health (3) [I]
HEA 201. Healthcare Systems and Perspectives (3)
HEA 472. Survey of Health Care Finance (3)

Nonprofit Management Concentration (12)

A. Required Courses (9 units):

PUB 450. The Nonprofit and Voluntary Sector (3)
PUB 451. Managing the Nonprofit Organization (3)

PUB 452. Fundraising and Fund Development (3)

B. Select one additional course from the following (3 units):

PUB 423. Administrative Law (3)

PUB 426. Intergovernmental Relations and Grant Writing (3)

PUB 434. Administrative Planning (3)

PUB 371. Health Service Administration (3)

PUB 496. Internship Seminar and Practicum (3)

Public Financial Management Concentration (12 units)

A. Required Courses (9 units):

ACC 230. Financial Accounting (3)

ACC 231. Managerial Accounting (3)

PUB 426. Intergovernmental Relations and Grant-Writing (3)

B. Select one additional course from the following (3 units):

ACC 431. Governmental and Non-Profit Accounting (3)

ECO 327. Public Finance (3)

PUB 324. Analytic Decision-Making (3)

PUB 434. Administrative Planning (3)

Public Personnel Administration Concentration (12 units)

A. Required Courses (6 units):

PUB 314. Compensation, Staffing and Appraisal (3)

PUB 315. Labor-Management Relations in Government (3)

B. Select two additional courses from the following (6 units):

CJA 423. Administrative Law (3)

COM 300. Organizational Communication (3)

PUB 324. Analytic Decision-Making (3)

PUB 330. Urban Administration (3)

PUB 371. Health Services Administration and Public Policy Development (3)

PUB 434. Administrative Planning (3)

SOC 315. Sociology of Work (3)

Minor in Criminal Justice Administration (15 units)

A. Required Courses (6 units):

CJA 340. Criminal Justice and the Community (3)

CJA 342. Legal Foundations of Justice Administration (3)

B. Electives (9 units): Students must complete three additional courses in Criminal Justice Administration, to be chosen from the following courses with the assistance of an advisor.

CJA 341. Statistics for Criminal Justice Administration (3)

CJA 423. Administrative Law (3)

CJA 443. Criminal Law and Justice Administration (3)

CJA 444. Juvenile Justice Process (3)

CJA 445. Policing and the Administration of Justice (3)

CJA 446. Terrorism and Extremism (3)

NCR 541. Restorative Justice (3)*

* Open to seniors only.

Minor in Public Administration (15 units)

A. Required Courses (6 units):

PUB 300. Foundations of Public Administration (3)

PUB 301. Administrative Leadership and Behavior (3)

B. Electives (9 units): Students must complete three additional courses in Public Administration, to be chosen with the assistance of an advisor.

Master of Public Administration (36 units)

Admission Requirements

The College of Business Administration and Public Policy offers the MPA degree on-campus and on-line (Internet).

All applicants to the MPA Program, on-campus and on-line, must follow all admission procedures outlined in the catalog section "Graduate and Post-Baccalaureate Procedures and Policies."

Applicants will be considered for classified admission to the MPA program if they:

- Hold an acceptable baccalaureate degree from an accredited college or university,
- Are in good standing at the last institution attended,
- Have an overall GPA of at least 3.0 in the last 60 semester (90 quarter) upper division units, or 2.75 overall GPA
- A minimum score of 570 paper-based total, (230 computerized or 88 internet based) on the Test of English as a Foreign Language (TOEFL) required only of international students from non-English speaking countries; or a IELTS score of at least 6.5.

Students may be required to take up to 4 prerequisites as a condition of acceptance into the program. The acceptance letter will identify the specific prerequisite courses indicated for each student.

Applicants admitted on a "conditional" basis must maintain a "B" average every semester that they remain on a conditional status or they will be subject to disqualification after any one semester with a GPA less than 3.0.

Applicants admitted on a "classified" basis must maintain a "B" average every semester. If in any one semester a student's GPA falls below 3.0, they will have one semester to bring their GPA up to the required 3.0 or they will be subject to disqualification. This refers to both the cumulative and the major GPA.

Program Requirements

In order to receive an MPA degree, the following is required:

1. Fulfillment of the Graduation Writing Assessment Requirement (GWAR) within the first 9 units.

2. Completion of a minimum of 36 semester units (27 core course units and 9 approved elective course units);
3. A grade point average of 3.0 or higher for all coursework used to satisfy degree requirements; 3.0 for cumulative university coursework.
4. A grade of "C" or higher in all courses taken for the degree; prerequisites require at least a grade of "B". While a "C" grade is passing, the GPA in the major and cumulative coursework must be 3.0.
5. Satisfactory completion of the Capstone course (PUB 592) or an Honors Thesis (PUB 599);
6. Completion of all program requirements within five years from beginning of core or transferred graduate coursework.
7. All students must apply through csumentor.edu. Please check csumentor.edu for application deadlines.

Transfer Requirements

Students who have completed public administration courses may request a waiver of Public Administration prerequisites by petition to the MPA office (at the discretion of the Dept. Chair). The courses must be upper division with a grade of "B" or higher.

Students transferring from other MPA programs may request transfer credit for equivalent MPA courses. Transfer credit for MPA course work is limited to nine semester units and only for equivalent courses taken at an accredited university or college and for which the student received a grade of "B" or higher. Only 3 units may transfer in for concentration course other than Public Management.

All MPA coursework, if taken as part of the MPA program, and including transfer coursework, must be completed within five years to meet the College of Business Administration and Public Policy graduation requirements.

Admission Procedures

1. Submit an application for admission for graduate study to the University in accordance with procedures outlined in the "Graduate Application Procedures" section of the University Catalog.
2. Send the following documents directly to the Department of Public Administration and Public Policy, MPA Program Director.
 - a. A one-to-two page typewritten personal statement that describes the applicant's professional accomplishments and goals and explains how a MPA degree would help reach those goals. The personal statement will be used to evaluate the applicant's critical thinking and writing skills and to assess the appropriateness of a MPA degree to the achievement of the stated goals.
 - b. A current résumé. The résumé will be used to evaluate the applicant's academic background and professional experience.
3. In addition to the above described documents, applicants requesting consideration for Conditional Admission (see description above) are required to:
 - a. Submit two letters of recommendation that provide an assessment of the applicant's academic abilities and potential for success in a graduate program, (letters from prior instructors are preferred but letters from work supervisors are acceptable).
 - b. Participate in an interview with the MPA Director or Program Coordinator upon notification.

Degree Requirements

A. Prerequisites/Bridge Courses

An upper division undergraduate statistics course (PUB 305 Applied Statistics in Public Administration) and a computer applications course (or evidence of basic computing skills) are program requirements and should be met before admission or in the first semester in residence. The statistics course cannot be older than 3 years with a grade of at least "B". A prerequisite of at least a "B" in a college level math is also a requirement for the MPA Program. The specific courses to be completed will be determined by the department on an individual basis.

Students who have no prior public administration related coursework or who have limited public agency administrative experience (as determined by the MPA program department) will be required to enroll in at least three of the following undergraduate courses:

PUB 300. Foundations of Public Administration (3)

PUB 302. Administration of Financial Resources (3)

PUB 305. Applied Statistics in Public Administration (3)

Students can also take equivalent courses online. The following courses are "bridge" or leveling courses:

PUB 495. Fundamentals of Public Administration (2)

PUB 495. Applied Statistics in Public Administration (2)

PUB 495. Fundamentals of Financial Resource Administration (2)

With approval of the MPA Program Director, prerequisite courses may be taken concurrently with the graduate curriculum during the first semester of enrollment. Prerequisite courses carry no graduate credit.

Students must receive a grade of "B" or higher in all prerequisite courses. A "B-" does not meet this requirement.

B. Core Curriculum (27 units):

Core courses are designed to give a thorough background in each of the major areas of Public Administration.

PUB 500. Environment and Practice of Public Administration (3)

PUB 501. Public Management (3)

PUB 502. Administrative Theory and Behavior (3)

PUB 504. Quantitative Methods in Public Administration (3)

PUB 506. Administration and Public Policy Analysis (3)

PUB 508. Public Human Resource Management (3)

PUB 510. Public Budgeting (3)

PUB 512. Foundations of Ethical Administration (3)

PUB 592. Capstone: Integrative Seminar in Public Administration (3) or

PUB 599. Honors Thesis (3)

C. Each student must select one concentration area (9 units) from the following:

Criminal Justice Policy and Administration Concentration (9 units)

1. Required Courses (6 units):

CJA 563 Administrative Law, Policy and Analysis (3)

CJA 565 Issues in Police Administration and Ethics (3)

2. Select one course from the following (3 units):

CJA 566 Issues in Homeland Security and Terrorism (3)

CJA 540 Advanced Criminal Justice Issues (3)
CJA 595 Special Topics in Criminal Justice (3)
CJA 596 Internship in Criminal Justice (3)

Health Care Policy and Administration Concentration

1. Required Courses (9 units)
PUB 570 Administration of Health Care Organizations (3)
PUB 572 Legal Issues in Health Care Administration (3)
PUB 574 Health Care Financial management (3)

Nonprofit Management Concentration (9 units)

PUB 580 Nonprofit Leadership and Management (3)
PUB 582 Public and Nonprofit Financial Management (3)
PUB 584 Fundraising and Development for Nonprofit Management (3)

Public Management Concentration (9 units)

Students may choose one, two, or three electives to be offered as PUB 595: Special Topics, and/or any other graduate Public Administration and/or Criminal Justice courses not used to satisfy other requirements for the degree.

D. Master's Requirement

In addition to the major requirements, students must meet all university requirements for the master's degree. Students should consult the section of the catalog entitled "Graduate Degrees and Postbaccalaureate Studies."

E. Additional MPA Requirements

An overall grade point average of 3.0 ("B") or higher is required in all courses taken to satisfy MPA degree requirements. Any course in which a grade lower than a "C" (2.0) is earned must be repeated for a grade of "C" or higher. Graduate students, unlike undergraduates, may not repeat a course to cancel the lower grade ("Repeat and Cancel").

An MPA student may be placed on probation if, in any semester, he or she has failed to earn a grade point average of 3.0 or higher for work taken in that semester. During the subsequent probationary semester the student must achieve a grade point average sufficiently high enough to bring the cumulative grade point average to 3.0 or higher. In addition, any MPA student receiving less than a "C" grade in any class during any semester must meet with the MPA Director prior to registering for the next semester to discuss the student's progress.

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

Public Administration

Upper Division

PUB 300 Foundations of Public Administration (3).

Analysis of the role of public administration within the American political system and of the concordant functions and responsibilities of public sector administrators; discussion of administrative ethics; overview of public sector administrative and managerial processes.

PUB 301 Administrative Leadership and Behavior (3).

Study of human behavior in organizational settings; examination of how managerial/supervisory functions impact employee morale and productivity and overall organizational effectiveness. Primary areas of analysis include motivation, leadership, interpersonal and group dynamics, communication, and organizational power.

PUB 302 Administration of Financial Resources (3).

Administrative and political considerations of fiscal policy, the budgetary process and fiscal controls, financial management and planning, government and the economy, intergovernmental fiscal relations and nature of grants-in-aid, alternate revenue sources, contemporary issues.

PUB 303 Public Personnel Administration (3).

Study of policies, methods, and techniques in Public Personnel Administration; government personnel systems; manpower management; values in public career systems; concepts of man and work; motivation and morale; training; labor-management relations; contemporary issues.

PUB 304 Administration of Public Policy (3).

Policy decisions and their implementation and evaluation, relationship of the branches of government and characteristics of bureaucracy.

PUB 305 Applied Statistics in Public Administration (3).

Prerequisite: MAT 131.

Role and application of statistical analysis in public management; review of mathematics and statistical functions; use of statistics in planning and decision-making functions; introduction to the uses and application of computer technology.

PUB 314 Compensation, Staffing, and Appraisal (3).

Prerequisite: PUB 303 or MGT 313.

Review of concepts, approaches and techniques used to develop compensation programs in public organizations. Emphasis will be upon practices, legal requirements and guidelines for these specialized areas of personnel management.

PUB 315 Labor-Management Relations in Government (3).

Developments in public employee unionization, collective bargaining laws and strategies, bargaining as a technical and political process, strikes and impasse machineries, employee organizations and public policy, administrative implication of public service unionism.

PUB 324 Analytic Decision-Making (3).

Analytic and quantitative approaches to planning, evaluation, and decision-making; rational decision-making process as analytic framework for comparing alternative public policies and actions; public sector applications of selected quantitative methods, such as forecasting and cost-benefit analysis.

PUB 330 Urban Administration (3).

Structures and processes of administrative agencies in the urban setting, interagency relations, administration of urban public services, functions and problems of the urban public executive.

PUB 371 Health Services Administration and Public Policy Development (3).

Basic administrative practices; concepts and theory of administration; role and responsibilities of management in planning, organizing, directing and controlling a health services program; examination of current policy issues; study of public policy formulation process; politics as a force of change.

PUB 373 Health Policy (3).

Examination of current issues, trends, and problems in health care, including public policy on the national, state and local community levels. Emphasis will be given to the changing nature of medical care delivery, the policy formation process, professional dominance, and new developments in organizational forms.

PUB 426 Intergovernmental Relations and Grant-Writing (3).

Analysis of financial and administrative relationships between different levels of government and between the public, non-profit, and private sectors. Discussion of developments in grants-in-aid, grantmanship strategies, grants management, resource development and evaluation. Application of knowledge through a grant proposal writing project.

PUB 434 Administrative Planning (3).

A review of the techniques of administrative planning to include normative forecasting, planning and policy formation. The future environment of government services to include demands and resources will be explored within the framework of systems analysis and policy sciences.

PUB 450 Nonprofit and Voluntary Sectors (3).

Provides broad overview of the sector, its origin, size, composition, and role in American Society and elsewhere. This course also reviews theories of the sector and its conceptual underpinnings (i.e., its philosophical, political, economic, and social basis in American society) in some depth along with historical and religious foundations. We will also look at such issues as why people organize, give financial support and donate time.

PUB 451 Managing the Nonprofit Organization (3).

Prerequisite: PUB 450 (recommended).

This course aims to understand the important role of nonprofit organizations in American society and the growing impact of non-governmental agencies around the world. It addresses the opportunities for and challenges to organizational effectiveness and is designed to reflect the interests and needs of nonprofit staff, board members, volunteers, and those who are seeking to make an impact with their financial contributions.

PUB 452 Fundraising and Fund Development (3).

Prerequisites: PUB 450; PUB 451 (recommended).

This course examines key aspects of the fundraising process for nonprofit organizations- major theoretical foundations and general fundraising principles as well as a variety of fundraising techniques, sources of donations, and aspects of managing the fundraising process. The course combines applied and conceptual readings and provides students with opportunities to apply concepts and techniques through a series of service-learning portfolio assignments in collaboration with area nonprofit organizations.

PUB 490 Senior Seminar in Public Administration (3).

Prerequisite: Senior status.

Integrative course emphasizing application of administrative concepts and principles through use of case study analyses and simulation. Based upon student interest, course may be structured to address specific concentration areas. Three hours of seminar per week.

PUB 494 Independent Study (1-3).

Prerequisite: Consent of department chair.

Independent investigation of a research problem or directed readings in a selected area of public administration. CR/NC grading.

PUB 495 Special Topics in Public Administration (1-3).

Prerequisite: Consent of instructor.

An intensive study of an issue, concept or administrative technique that is of interest to both students and faculty of public administration.

PUB 496 Internship Practicum (3).

Prerequisite: Consent of department chair.

Supervised internship in a public agency. A written project related to the internship experience is required. CR/NC grading.

Graduate

Graduate standing in the MPA Program or consent of the MPA Program Director is prerequisite to enrollment in graduate (500 level) courses.

PUB 500 Environment and Practice of Public Administration (3).

Prerequisite: PUB 300.

History and development of the field of public administration, and the context of operations and the functions of management. The practice of management will focus on the political environment, management theory, planning, organizational structure, resources, decision-making and policy analysis.

PUB 501 Public Management (3).

Structural overview of the functioning and skill requirements for contemporary managers in public and nonprofit sectors; examination of the basic management functions from a comparative perspective; emphasis on communication and critical thinking through action-based approaches.

PUB 502 Administrative Theory and Behavior (3).

Prerequisites: PUB 500 and PUB 501 are recommended.

Historical overview of Organizational Theory and Public Administrative Theory and analysis of the theoretical perspectives that have characterized these fields; discussion of various theories, concepts, and models that can be used to analyze organizations and to improve organizational effectiveness.

PUB 504 Quantitative Methods in Public Administration (3).

Prerequisites: PUB 305 and PUB 500.

Quantitative methods used in decision-making with special emphasis on the public sector.

PUB 506 Administration and Public Policy Analysis (3).

Prerequisite: PUB 502 and PUB 504.

Application of analytical tools to the solution of public management problems, introduction to general models of policy analysis, integration of solutions into administrative processes in government; policy studies cases.

PUB 508. Public Human Resource Management (3)

Prerequisite: PUB 500.

Managing the human resources of a public agency with emphasis on selected activities of recruiting, staffing, evaluating, compensating, motivating and training the work force.

Procedures and legal requirements for collective bargaining, affirmative action, and equal opportunity will be explored. Three hours of seminar per week.

PUB 510 Public Budgeting (3).

Prerequisites: PUB 502 and PUB 504.

Examination of methods, processes and problems in the budgeting and administration of public revenues, revenue generation, forecasting, cost control; emphasis on the political, economic and managerial aspects of public budgeting.

PUB 512 Foundations of Ethical Administration (3).

Prerequisite: PUB 500.

Examination of the foundations of ethical administration, including evaluation and application of ethical theories to public sector issues. Course provides opportunities for students to think reflectively, recognize ethical problems, and gain skills to effectively deal with political and administrative problems.

PUB 520 Leadership in the Public Sector (3).

Prerequisites: PUB 501 and PUB 502.

This course provides an overview of the theoretical and practical foundations of leadership in the public sector. It emphasizes the knowledge and skills needed to effectively lead within public and nonprofit organizations.

PUB 527 Fundamentals of Qualitative Research (3).

Prerequisite: PUB 500.

This is an introductory course on the most important concepts and methods of qualitative research. The course involves reading and discussion of presentations and examples of qualitative research and a qualitative research project.

PUB 570 Administration of Health Care Organizations (3).

This course will examine issues associated with health care management responsibilities, functions and leadership. This course will analyze the administrative process, accountability, equity, ethics, and diversity issues in health care administration.

PUB 572 Legal Issues in Health Care Administration (3).

This course defines the foundation, scope and boundaries of health care policy with an emphasis on public health care systems and The Patient Protection and Affordable Care Act. Students will explore the difference between local, state and federal health policy levels.

PUB 574 Health Care Financial Management (3).

This course provides a comprehensive overview of the financial structure, market forces, and techniques in health care financial management. The course is intended for students without a background in financial management.

PUB 580 Nonprofit Leadership and Management (3).

Prerequisites: PUB 500 and PUB 501 are recommended.

This course provides an overview of the nonprofit sector and addresses leadership and management issues. It emphasizes the context, institutional setting of the sector and nonprofit governance, leadership, ethics, marketing, strategic communications, advocacy, lobbying, program evaluation, and human resources management.

PUB 582 Public and Nonprofit Financial Management (3).

Prerequisites: PUB 510

This course examines financial management functions in government and nonprofit organizations, such as financial planning, accounting, cost control, fund structures, debt and cash management, financial reporting, and financial trend monitoring.

PUB 584 Fundraising and Development for Nonprofit Management (3).

Prerequisites: PUB 500 and PUB 502.

This is a graduate level course. Students taking this course must have a graduate standing in the MPA program or consent of the graduate program coordinator. In addition, student must have completed PUB 500 Environment and Practice of Public Administration and PUB 502 Administrative Theory and Behavior before taking this class because this class offers advanced topics in nonprofit organizations and require prior knowledge learned in PUB 500 and PUB 502.

PUB 592 Capstone: Integrative Seminar in Public Administration (3).

Prerequisite: Completion of MPA Core courses.

Integrative course that emphasizes the interrelationships between the academic field of public administration and administrative practice. Course includes case study analysis and individual and group integrative projects. Three hours of seminar per week.

PUB 594 Independent Study (1-3).

Prerequisite: Consent of MPA Program Director.

Independent investigation of a research problem or directed readings in a selected area of public administration. CR/NC grading. Repeatable course.

PUB 595 Special Topics in Public Administration (3).

Prerequisite: Consent of MPA Program Director.

Intensive study of a specialized area of Public Administration (e.g., Urban Administration, Criminal Justice Administration) or a selected topic in contemporary public management. Three hours of seminar per week. Repeatable course.

PUB 596 Internship Practicum (3).

Prerequisite: Consent of MPA program Director.

Supervised internship working with a cooperating government agency in a function germane to public administration. Sessions are held to discuss and analyze the problems with which interns are concerned. A written project related to the internship is required. CR/NC grading.

PUB 599 Honors Thesis (3).

Prerequisites: Grade point average greater than 3.80 and consent of MPA program Director.

Thesis relating to public administration. CR/NC grading.

PUB 600 Graduate Continuation Course (0).

Graduate students who have completed their coursework but not their thesis or comprehensive examination, or who have other requirements remaining for the completion of their degree, may maintain continuous attendance by enrolling in this course. Signature of the MPA Director required.

Criminal Justice

Upper Division

CJA 340 Criminal Justice and the Community (3).

Political, cultural, and social environment of criminal justice administration; police community relations; accountability of criminal justice agencies to the political and legal order.

CJA 341 Statistics in Criminal Justice Administration (3).

Prerequisites: MAT 105 or MAT 131

Explores statistical procedures used for the analysis of data by criminal justice professionals. Instruction on the most commonly used applications of statistical analysis in the administration of justice, including review of mathematics and statistical functions and the use of statistics by criminal justice decision makers. An introduction to computer applications will also be provided.

CJA 342 Legal Foundations of Justice Administration (3).

Local, state, and federal judicial systems; constitutional, judicial and legislative influences on the administration of justice.

CJA 423 Administrative Law (3).

Role and nature of administrative law, procedural requirements and judicial review of administrative actions, safeguards against arbitrary action, delegation of legislative power, legal principles and trends in the development of public administration.

CJA 443 Criminal Law and Justice Administration (3).

Examination of the law of criminal culpability, parties to crime, defenses, and sentencing issues. Critical analysis of types of crime, elements of specific crimes, theories of criminal law, and issues pertaining to its application by the criminal justice system.

CJA 444 Juvenile Justice Process (3).

Examination of the administration of juvenile justice, including juvenile justice policies and procedures, and components of the juvenile justice system. Critical analysis of the theory and dynamics of how the juvenile justice system responds to juvenile issues, including delinquent behavior.

CJA 445 Policing and the Administration of Justice (3).

Examination of policing in the United States. Critical analysis of theories of policing, police administration, and police obligations and responsibilities under the law. Analysis of historical and contemporary approaches to police-community relations.

CJA 446 Terrorism and Extremism (3).

Examination of contemporary terrorism and extremism. Critical analysis of terrorist behavior, typologies of terrorism, and extremism as a foundation for terrorist behavior. Analysis of the role of law enforcement and other public administrative agencies.

Graduate

Graduate standing in the MPA Program or consent of the MPA Program Director is prerequisite to enrollment in graduate (500 level) courses.

CJA 540 Advanced Criminal Justice Issues (3).

This course will introduce students to advance issues relating to the administration of justice from the perspective of the American criminal justice system. Emphasis will be placed on policy concerns, crime and its causes, the structure of the criminal justice system, and criminal justice procedures. Special issues in criminal justice will also be reviewed.

CJA 563 Administrative Law, Policy and Analysis (3).

This course shall define the scope and boundaries of administrative law within the context of public policy. It will introduce students to major constitutional issues underlying administrative law bodies at the federal, state and local levels of government.

CJA 565 Issues in Police Administration and Ethics (3).

Examination of policing in the U.S. Critical analysis of theories of policing, police administration, police obligations, ethics, and responsibilities under the law. Analysis of historical/contemporary approaches to ethical community relations.

CJA 566 Issues in Homeland Security and Terrorism (3).

This course will introduce students to contemporary issues in homeland security and terrorism. Emphasis will be placed on foundations of homeland security, threats and vulnerabilities, preparedness/response/recovery, and evolving issues.

CJA 595 Special Topics in Criminal Justice Administration (3).

Prerequisite: Graduate standing.

Intensive study of a specialized area or contemporary issues in Criminal Justice Administration (e.g. Homeland Security, Emergency Management, CJA Debates). Three hours of seminar per week. Repeatable course.

CJA 596 Internship Practicum (3).

Prerequisite: consent of MPA Program Director or Department Chair.

Supervised internship working with a co-operating government or nonprofit agency in a function germane to criminal justice administration. Sessions are held to discuss and analyze the

problems with which interns are concerned. A written project related to the internship is required. 300 hours are required. CR/NC grading.

QUALITY ASSURANCE

College of Extended & International Education

Bachelor of Science

Measurement Science Option

Master of Science

Manufacturing Option

Service and Health Care Option

Faculty

Milton Krivokuca, Program Coordinator

Program Office: EE 1300, (310) 243-3880

Program Description

Quality Assurance is an interdisciplinary profession practiced by management personnel who are responsible for planning and assuring the quality of products and services. The career opportunities in this rapidly growing field are excellent. Quality professionals are members of management teams where their specialized skills promote organizational excellence, reduce wastes, and improve existing processes. The traditional applications of Quality as related to product performance have evolved to most every industry, such as healthcare, finance, hospitality, and non-profits.

The degree programs are supported by local members of the ASQ- Global Voice of Quality Organization.

Features

Undergraduate

The B.S. in Quality Assurance (BSQA) and the B.S. in Quality Assurance with Measurement Sciences option incorporate an interdisciplinary approach that blends the basic sciences, technologies, management principles, quality concepts and statistics. Skills and knowledge in these areas are obtained in the context of a well-rounded learning experience consistent with the University's mission and the needs of industry. The coursework develops problem-solving skills with a customer-focus. An ability to implement continuous improvement of processes, products, and services is a key goal of the Quality professional. For students interested in technical areas of Quality and metrics, an option in Measurement Sciences is offered.

Online and on-site versions of the degree are designed to serve working adults in related quality fields who wish to complete a four year degree. The online and on-site BSQA programs are designed primarily as upper division transfer programs for students who have completed the majority of their lower division general education courses. On-campus attendance is not required to complete requirements in the online BSQA and BSQA Measurement Science programs.

Graduate

The Master of Science in Quality Assurance (MSQA) is designed to prepare professionals in quality, engineering, science, and/or management for career advancement. Quality professionals are members of management teams where their specialized skills promote organizational excellence, reduce wastes, and improve existing processes. The traditional applications of Quality as related to product performance have evolved to most every industry, such as

healthcare, finance, hospitality, and non-profits. The curriculum is designed to meet the needs and interests of the working professional.

The program of study provides theoretical knowledge and analytical techniques, as well as management and communication skills that will enable the student to function in an active, decision-making capacity in the implementation of policies and practices. A unique feature of the MSQA program is that it gives students the ability to customize their program of study to include their areas of interest. During the course of the program students will acquire knowledge and skills in the following areas: managing a Quality organization; planning and implementing a Quality program; troubleshooting and solving quality problems; incorporating quality concepts and human factors techniques in the design of manufacturing operations; performing vendor surveys and assessing vendor quality; developing and analyzing statistical process control charts; developing and analyzing acceptance sampling plans; design of experiments; design and engineering of reliable products and processes; performing process capability studies; performing quality cost analyses; understanding and working with human behavior in the organization; performing reliability, maintainability, and safety systems reviews; performing quality system audits; and performing statistical studies and analyzing statistical reports. Options for a concentration in traditional manufacturing-focused Quality concepts, as well as applications specific to Healthcare and Service Industries are available.

Online and on-site versions of the degree are available to serve working adults. The degree program is supported by local chapters of the ASQ- Global Voice of Quality Organization.

Bachelor of Science in Quality Assurance

The Department is currently not accepting students into the Bachelor of Science in Quality Assurance program. For more information, please contact the Department of Quality Assurance.

Total Course Requirements for the Bachelor's Degree

Beginning Fall 2015, the Quality Assurance program is not accepting students into the Bachelor of Science (BSQA). For more information, please contact the Quality Assurance program office. See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog and the Class Schedule for the most current information on General Education requirements and course offerings.

Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

Minor Requirements

Single field major, no minor required.

Major Requirements (66 units)

Degree Requirements (66 units)

A. Lower Division Requirements (29 units):

BIO 102. General Biology (3)

CHE 108. Introduction to College Chemistry (5)
MAT 131. Elementary Statistics and Probability (3)
MAT 153. Pre-Calculus (4)
PHY 120. Elements of Physics I (4)
PHY 122. Elements of Physics II (4)
QAS 200. Fundamentals of Quality (3)
QAS 220. Fundamentals of Measurement (3)

B. Upper Division Requirements (37 units):

QAS 312. Interpretation of Technical Documentation (3)
QAS 325. Technical Communications (4)
QAS 330. Statistical Quality Control and Inspection (3)
QAS 331. Manufacturing Processes (3)
QAS 335. Quality Auditing (3)
QAS 355. Safety and Reliability (3)
QAS 360. Lean Manufacturing (3)
QAS 427. Quality Improvement (3)
QAS 445. System Failure Analysis (3)
QAS 450. Value Based Quality (3)
QAS 496. Internship (3) or
QAS 498. Directed Research (3)
QAS 499. Senior Project (3)

Measurement Science Option (66 units)

A. Lower Division Requirements (29 units):

BIO 102. General Biology (3)
CHE 108. Introduction to College Chemistry (5)
MAT 131. Elementary Statistics and Probability (3)
MAT 153. Pre-Calculus (4)
PHY 120. Elements of Physics I (4)
PHY 122. Elements of Physics II (4)
QAS 200. Fundamentals of Quality (3)
QAS 220. Fundamentals of Measurement (3)

B. Upper Division Requirements (37 units):

QAS 312. Interpretation of Technical Documentation (3)
QAS 325. Technical Communications (4)
QAS 330. Statistical Quality Control and Inspection (3)
QAS 332. Electrical Metrology (3)
QAS 340. Measurement Uncertainty (3)
QAS 347. Dimensional Metrology (3)
QAS 350. Physical Metrology (3)
QAS 427. Quality Improvement (3)
QAS 445. System Failure Analysis (3)
QAS 450. Value Based Quality (3)
QAS 496. Internship (3) or

QAS 498. Directed Research (3)

QAS 499. Senior Project (3)

Master of Science in Quality Assurance (33 units)

Admission Requirements

1. To be admitted into the Master of Science in Quality Assurance Program, students must meet the following requirements:
2. Meet all CSU Dominguez Hills graduate admission requirements.
3. A baccalaureate degree from a four-year accredited institution is required. An undergraduate major in engineering or science is preferred. Please see the note below.
4. A grade point average of at least 2.75 in the last 60 semester units of upper division course work attempted.
5. Good standing at the last institution attended.
6. Meet all other university admission requirements.

The baccalaureate degree should have included the following:

	Semester Units
Calculus (integral and differential)	6
Chemistry (general)	3
Physics	3
Mathematical Statistics & Theories of Probability (upper division)	6
Principles of Computer Technology	3

NOTE: Individuals from other undergraduate disciplines who demonstrate exceptional promise may be admitted to the program, pending completion of additional undergraduate prerequisite coursework or other demonstrations of competence as determined by the Quality Assurance Academic Program Committee. All special admissions are subject to approval by the Quality Assurance Academic Program Committee.

Degree Requirements

1. Complete 33 semester units of approved graduate work.
2. Complete at least 24 semester units in residence.
3. Successfully complete the major courses listed below.
4. Complete all coursework with a grade point average of at least 3.0 (B).
5. Complete a culminating project or thesis.
6. Successfully complete the Graduation Writing Assessment Requirement (GWAR).
7. In addition to the major requirements, students must meet all university requirements for the master's degree. Students should consult the section of the University Catalog entitled "Requirements for the Master's Degree."

MSQA students choose from one of the following two programs. Each student should contact the MSQA coordinator prior to taking classes.

Manufacturing (33 units)

A. Required Courses (30 units):

- QAS 510. Advanced Probability and Statistics (3)
- QAS 511. Quality Function Management and Total Quality Management (3)
- QAS 512. Reliability (3)
- QAS 513. Statistical Quality Control and Sampling (3)
- QAS 514. Advanced Experimental Design (3)
- QAS 515. Human Factors in Quality Assurance (3)
- QAS 516. Measurement and Testing Techniques (3)
- QAS 518. Quality Project Management and Productivity (3)
- QAS 598. Directed Research (3)
- QAS 599. Project (3)

Electives: Select 3 additional units with the assistance of an advisor.

Service and Health Care (33 units)

A. Required Courses (24 units):

- QAS 511. Quality Function Management and Total Quality Management (3)
- QAS 515. Human Factors in Quality Assurance (3)
- QAS 518. Quality Project Management and Productivity (3)
- QAS 530. Statistical Quality Control for Service Professionals (3)
- QAS 531. Customer Satisfaction and Quality Assurance (3)
- QAS 532. Quality Assurance for the Service Delivery Process (3)
- QAS 598. Directed Research (3)
- QAS 599. Project (3)

Electives: Select 9 additional units with the assistance of an advisor.

B. Electives

- QAS 521. Process Control and Capability (3)
- QAS 522. Applied Systems Reliability, Maintainability and Safety (3)
- QAS 523. Software Reliability (3)
- QAS 525. ISO 9000 and the Audit Function (3)
- QAS 526. Supplier Quality Assurance (3)
- QAS 527. Quality Measurement (3)
- QAS 534. Change Management (3)
- QAS 535. Lean Manufacturing (3)
- QAS 536. Six Sigma Principles and Applications (3)
- QAS 537. Quality Function Deployment: Understanding Customer Requirements (3)
- QAS 538. Evaluation and Outcome Analysis for Healthcare Delivery (3)
- QAS 539. Good Manufacturing Practices (3)
- QAS 540. Food & Drug Law (3)
- QAS 541. Biomedical Quality Control Methods (3)
- QAS 542. Risk Management in FDA Regulated Industries (3)
- QAS 594. Independent Study (1-4)
- QAS 595. Special Topics by Directed Study: Quality Assurance Applications (3)

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For more information on the specific terms in which these courses may be offered, please visit the College of Extended & International Education website at www.csudh.edu/extendeded.

Lower Division

QAS 200 Fundamentals of Quality (3).

A study of the fundamentals of Quality with an emphasis on the current international standards, planning, organizations, methods and tools. Emphasizes the works of leading international Quality theorists, especially Juran and Deming.

QAS 220 Fundamentals of Measurement Science (3).

Prerequisites: MAT 131.

Introductory overview of the fundamentals of measurement with emphasis on application of measurement science concepts to quality management.

Upper Division

QAS 312 Interpretation of Technical Documentation (3).

Prerequisites: MAT 153, QAS 200, QAS 220.

Interpretation of basic engineering drawing concepts, including all related common symbolism and formatting. Emphasis on dimensions, tolerances, and configuration management.

Introduction to Military and Federal Specifications/Handbooks, ANSI, IEC, and ISO documents, specifications and recommended practices issued by private organizations.

QAS 325 Technical Communications (4).

Prerequisites: ENG 110, THE 120.

Technical communications, written and oral, and how they differ from non-technical writing and speech. Emphasizes methods for the positive and unambiguous transfer of technical ideas so that they can be clearly understood by the reader or listener.

QAS 330 Statistical Quality Control and Inspection (3).

Prerequisites: MAT 131, QAS 200, QAS 220.

Introduction to the application of statistical methodologies to the analysis and solution of quality and management problems (including probability concepts, control charts, and sampling). Focus will be on application of these tools to the inspection process.

QAS 331 The Manufacturing Process (3).

Prerequisites: QAS 312.

Introduction to the fundamentals of manufacturing, where the conversion of raw materials and sub-assemblies into more useful entities adds value to the converted materials in the most efficient manner, using the least amount of time, money, space and manpower.

QAS 332 Electrical Metrology (3).

Prerequisites: MAT 131, PHY 122, QAS 200, QAS 220.

Electrical measurement concepts, circuits and devices; applications to DC and AC measurements. Theory of coupled circuits in magnetic and capacitive environments, and electrical laboratory practices, with analysis, construction, and troubleshooting of circuits. Documentary control procedures for calibrations and other measurements.

QAS 335 Quality Auditing (3).

Prerequisites: QAS 200.

The fundamental principles for preparing and planning, conducting, reporting and closing quality audits. Quality audit tools and techniques are introduced, with an emphasis on generally-accepted quality audit practices that support business performance.

QAS 340 Measurement Uncertainty (3).

Prerequisites: MAT 131, MAT 153, QAS 200, QAS 220.

Theoretical versus actual measurements. Probability and statistical concepts to define accuracy, precision, error, uncertainty, and bias. Differences between measurement accuracy and measurement error; random and systematic error; uncertainty interval; tolerance limits; accuracy ratio; relative errors; and propagation of measurement errors.

QAS 347 Dimensional Metrology (3).

Prerequisites: PHY 122, QAS 200, QAS 220.

Measurement of length, angularity, relative position, flatness, parallelism, concentricity, squareness, and threads. Lasers and optical tooling in large-scale measurements; also gauges, comparators, and measurement machines. Measurement uncertainties pertinent to dimensional metrology; sources of error; the effect of the measurement environment.

QAS 350 Physical Metrology (3).

Prerequisites: PHY 122, QAS 200, QAS 220.

Theoretical and practical applications of measurement principles as applied to various physical properties. Measurement of pressure, mass, force, torque, temperature, humidity, flow, and rotational motion. Identifying sources of error, techniques to minimize errors and maintaining measurement traceability.

QAS 355 Safety and Reliability (3).

Prerequisites: MAT 131, MAT 153, QAS 200, QAS 220.

Reliability, maintainability, and safety technology with practical industrial applications. Basic models; metrics; testing; methods of implementing improvements; accelerated life testing. Failure mechanisms for chemical, electro-chemical, electronics, electro-mechanical and opto-electronics systems. Introduction to software reliability. Focus on qualification for ISO 9000.

QAS 360 Fundamentals of Lean Manufacturing (3).

Prerequisites: QAS 200, QAS 220.

Deals with the strategies and practices of lean production, as well as assess with areas of waste, interrelationships among the various components of a system, theories of leadership and management of people, and process variation.

QAS 427 Quality Improvement (3).

Prerequisites: QAS 200, QAS 220.

Quality factors involving customer satisfaction, demonstrating that meeting quality needs requires an active role by all the major sectors of an organization. Operational and statistical techniques most often used to monitor, control, and improve the quality of products or services.

QAS 445 Systems Failure Analysis (3).

Prerequisites: QAS 200 and QAS 220.

Integrates Quality, Manufacturing and Procurement efforts to identify and eliminate the root causes of failures in systems, sub-systems and components, emphasizing fault tree and Pareto analyses. Hardware and statistical analysis, design of experiments, and technical data package evaluations.

QAS 450 Value Based Quality (3).

Prerequisites: QAS 200, QAS 220 and consent of instructor.

Used value received, as perceived by the customer, as the primary measure of quality in the development of cohesive enterprise-wide quality management systems. A systemic approach to establishing the correct things to do and a measurement-based process for implementation.

QAS 494 Independent Study (1-3).

Prerequisites: Consent of instructor.

Independent study of a particular problem under the direction of a member of the Quality Assurance Department. Repeatable course.

QAS 495 Selected Topics in Quality Assurance (1-4).

Prerequisites: Consent of instructor.

An intensive study of an issue, concept, or theory in Quality Assurance that is of special interest to both the faculty member and the students. Repeatable course. Three hours of lecture per week.

QAS 496 Internship in Quality Assurance (3).

Prerequisites: Completion of all 300 level courses in the major.

Assignment in an off-campus internship with a cooperating organization, to be selected in consultation with the program coordinator. Emphasis on the role of professionalism and ethics in the life of the quality professional.

QAS 498 Directed Research in Quality Assurance (3).

Prerequisites: Completion of all 300 level courses in the major.

Directed research on one or more topics to be selected in consultation with the program coordinator. Emphasis on the role of professionalism and ethics in the life of the Quality professional.

QAS 499 Senior Project (3).

Prerequisites: QAS 496 or QAS 498.

A capstone project focusing on the role of leadership in relation to professionalism and ethical standards in the field of Quality Assurance.

Graduate

Graduate standing and consent of the graduate program coordinator is prerequisite to enrollment in graduate (500 level) courses.

QAS 510 Advanced Probability and Statistics (3).

Prerequisites: undergraduate calculus, Probability and statistics.

A study of measures of central tendency and dispersion, important discrete and continuous probability distributions, sampling theory, hypothesis testing and estimation. Linear regression and correlation will also be covered. The uses of statistics in testing, inspection, and production will be identified.

QAS 511 Quality Function Management and TQM (3).

A study of the functions and responsibilities of the quality organization. TQM concepts, quality function deployment, and the tools for continuous improvement are analyzed for sequence of use and development.

QAS 512 Reliability (3).

Prerequisite: QAS 510.

Overview of reliability engineering. Use of mathematical models of predictions, confidence assessment, and systems reliability. Emphasis on practical applications for product or system design.

QAS 513 Statistical Quality Control and Sampling (3).

Prerequisite: QAS 510.

The application of advanced statistical methodologies to the analysis and solution of quality and management problems, including probability theory, control charts, sampling, regression analysis and the design of experiments. Focus on statistical process control and related quality technologies.

QAS 514 Advanced Experimental Design (3).

Prerequisite: QAS 510.

Analysis of statistical experimental design strategies. Planning of experiments for the best strategy and objectives.

QAS 515 Human Factors in Quality Assurance (3).

A comprehensive survey of human factors engineering theory, research and applications which are of particular relevance to quality assurance. A systems framework will be utilized, emphasizing feedback and interrelations among system components, including the human operator. Emphasis will be placed on operator constraints in the design of work processes, workplaces and instrumentation.

QAS 516 Measurement and Testing Techniques (3).

Prerequisite: QAS 510 or consent of instructor.

In-depth discussion of equipment, principles and techniques of measurement assurance.

QAS 518 Quality Project Management and Productivity (3).

An in-depth examination of current theory and techniques in QA project management. Topics include description of project management techniques as well as procedures for evaluating their overall effectiveness and contributions to production and service quality.

QAS 521 Process Control and Capability (3).

Prerequisites: QAS 513 and QAS 514.

Detailed study of procedures and methods for performing machine and process capability studies, trouble shooting production and test problems, and maintaining continuous production and process evaluation in manufacturing operations.

QAS 522 Applied Systems Reliability, Maintainability and Safety (3).

Prerequisite: QAS 512.

Advanced and detailed analysis of appropriate reliability models, life-cycle reliability prediction and assessment, accelerated test models and techniques, test parameter variation studies, test tailoring and program plans for various reliability test types, maintainability concepts, prediction and assessment techniques, and safety programs.

QAS 523 Software Reliability (3).

Prerequisite: QAS 512.

A study of the theory and applications of reliability concepts as they relate to software design and implementation.

QAS 525 ISO 9000 and the Audit Function (3).

Prerequisite: QAS 511 is recommended.

A study of the ISO 9000 series of quality system standards with emphasis on manufacturing and service industry applications. The studies address the standards interpretation, documentation and implementation including preparation for and creation of internal and external audits.

QAS 526 Supplier Quality Assurance (3).

Prerequisite: QAS 511.

Encompasses a study of the fundamental quality requirements attendant to the successful procurement and delivery of end item products or services. It includes the basic supplier issues of specifications, site inspection, selection, rating, certification, and related quality audits.

QAS 527 Quality Measurement (3).

Prerequisite: QAS 511.

Study of Quality Metrics and their application throughout the life cycle of a product or service in a business entity. The study includes Quality Standards, Customer Satisfaction, Quality Tools, Continuous Improvement, Cost of Quality, Supplier and System auditing.

QAS 530 Statistical Quality Control (SQC) for Service Professionals (3).
Techniques for applying Statistical Quality Control (SQC) in controlling processes and delivering customer services. Examines methods for establishing and maintaining SPC, QC auditing and sampling and continuous improvement in various service industries.

QAS 531 Customer Satisfaction and Quality Assurance (3).

Prerequisite: QAS 530.

In-depth study of current methods for obtaining customer satisfaction. Examines techniques of determining customer needs and development of customer service strategy Quality Control criteria.

QAS 532 Quality Assurance of the Service Delivery Process (3).

Prerequisite: QAS 531.

Analyze processes used to deliver service and methods used to assure satisfaction. Examines the relationship of Strategic Quality Planning, the Delivery process, and the usage of TQC and Quality Assurance to achieve strategic goals.

QAS 534 Change Management (3).

Prerequisite: QAS 511 recommended.

In depth analysis of current theory, empirical research and best practices related to effective implementation of Quality improvement methodologies that result in desired organizational change, both cultural and operational.

QAS 535 Lean Manufacturing (3).

Prerequisite: QAS 511 recommended.

In depth study of the theory and practices of lean production. Covers waste minimization, interrelationships among various components of a system, theories of leadership and management, and process variability reduction.

QAS 536 Six Sigma Principles and Applications (3).

Prerequisites: QAS 510 or QAS 530. Working knowledge of the Internet. QAS 511 recommended.

In depth study of the application of the six sigma process; covers content of the methodology areas of Define, Measure, Analyze, Improve and Control (DMAIC) including team concepts, project management, advanced statistical process control and techniques, and measurement systems analysis.

QAS 537 Quality Function Deployment: Understanding Customer Requirements (3).

Prerequisite: QAS 511 recommended.

In depth study of the theory and application of the quality management process, Quality Function Deployment, for designing customer requirements into products and services. Course will evaluate the tools of QFD and study their application in analysis of customer requirements.

QAS 538 Evaluation and Outcome Analysis for Healthcare Delivery (3).

Prerequisites: QAS 511 recommended.

Examines operational and statistical techniques used to monitor, control, and improve the quality of services provided by healthcare. Considers the tools of Quality and their direct application to practical situations and healthcare processes.

QAS 539 Good Manufacturing Practices (3).

Prerequisite: QAS 511 recommended.

Current Good Manufacturing Practice regulations to assure quality of medical devices and pharmaceutical products. Covers development, manufacturing, Quality management and

organizational requirements of medical devices. Pharmaceutical regulations include personnel, facilities and equipment, process and product controls, laboratory and reporting.

QAS 540 Food and Drug Law (3).

Prerequisite: QAS 511 recommended.

This course is designed to provide a practical interpretation of the food and drug laws and interpretations for professionals who are providing products or services in industries regulated by the Federal Food & Drug Administration.

QAS 541 Biomedical Quality Control Methods (3).

In depth study of quality control discipline as applied to medical device, pharmaceutical and/or biologics regulated environments. Topics include influencing discipline and applying models; methods that monitor, maintain and/or improve products or service quality; and operational efficiency.

QAS 542 Risk Management in FDA Regulated Industries (3).

Prerequisite: QAS 511 recommended.

Risk Management as applied to FDA-regulated and other industries (product and process-related); emphasizes application of risk management tools, plan and program from inception of product and process including manufacturing process and field experience of the product, process or service.

QAS 594 Independent Study (1-4).

Prerequisites: Instructor and program Coordinator approval; QAS 510, QAS 511 and a minimum of five QAS courses recommended.

Independent research or special project to be conducted in consultation with an instructor.

QAS 595 Special Topics by Directed Study: Quality Assurance Applications (3).

Prerequisites: Completion of 18 units toward degree.

A course of study designed cooperatively by student and instructor, and approved by the Program coordinator, in which students apply quality assurance theory and principles to a particular occupational setting relevant to their professional interests and aspirations. Examples include the following: food manufacturing and processing, chemical and pharmaceutical products, aerospace industries, consumer-commercial products, service industries, and software industries. Additional topics can be developed to meet student needs.

QAS 598 Directed Research (3).

Prerequisites: Completion of 18 units toward degree and GVAR.

Directed reading and research, designed cooperatively by student and instructor and approved by the program coordinator, emphasizing application of Quality Assurance theory and principles to a particular occupational setting.

QAS 599 Project (3).

Prerequisites: Completion of all other coursework in the degree program.

The goal of all students enrolled in this culminating experience course is to complete a project under the guidance of an assigned instructor. It is the culminating learning experience of the program, and includes a significant written report. To meet the standards established by the faculty, the project must demonstrate a rigorous scientific approach to the quality profession.

QAS 600 Graduate Continuation Course (0).

Graduate students who have completed their coursework but not their thesis, project, or comprehensive examination, or who may have other requirements remaining for completion of their degree, may maintain continuous attendance by enrolling in this course. Signature of graduate program director required.

SOCIAL AND BEHAVIORAL SCIENCES
College of Natural and Behavioral Sciences

Ivonne L. Heinze-Balcazar, Program Coordinator
Program Office: LCH C-310 (310) 243-3325

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

Upper Division

SBS 316 Social Change (3).

Prerequisite: Completion of lower division General Education.

Analysis of processes of social change, cultural development and cultural persistence using social science perspectives. Examples of topics include cultural evolution, industrialization, modernization, acculturation and assimilation.

SBS 318 Cultural Pluralism (3).

Prerequisite: Completion of lower division General Education.

Analysis of cultural diversity and the processes of cultural interaction, inter-ethnic relations and social integration on the community, national and international levels. Repeatable for credit for up to nine units with different topics.

SCIENCE, MATHEMATICS, AND TECHNOLOGY

College of Natural and Behavioral Sciences

Kenneth Ganezer, Program Coordinator
Department of Physics, (310) 243-3591

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

Upper Division

SMT 310 Science and Technology (3).

Prerequisite: Completion of lower division General Education.

An assessment of the interrelationships of Science and Technology. Study of the development of technological advances and the scientific principles behind them.

SMT 312 Natural Disasters (3).

Prerequisite: Completion of lower division General Education.

Impact of natural events on human activities and vice versa. Mankind's uneasy relationship with atmosphere, oceans and not-so-solid Earth. Will include study of earthquakes, volcanoes, floods, landslides, tsunamis, climate change, hurricanes, tornadoes and wildfires.

SMT 314 Introduction to Cosmology (3).

Prerequisite: Completion of lower division General Education.

An introduction to the major theories of the origin and structure of the universe and the evidence for them, with attention to the way earlier ideas have been incorporated in modern thought. The "Big Bang Theory" will be examined in depth.

SMT 410 Development of Scientific Thinking and Theories (3).

Prerequisite: Completion of lower division General Education and CHE 108, PHY 122, PHY 132 or consent of instructor.

Reviews the processes that have led to the development of significant theories in science. Historical and scientific look at such developments, illustrating the adaptability of the scientific method. Addresses the philosophical implications of such developments and their impact on society.

SMT 416 Earth Sciences for Teachers (3).

Prerequisite: Completion of lower division General Education.

Study of planet Earth including such topics as geology, volcanoes, earthquakes, fossils, oceanography, weather, and astronomy as appropriate for elementary and junior high school teachers. Two hours of lecture and three hours of laboratory per week.

SOCIAL WORK

College of Health, Human Services, and Nursing

Master of Social Work

Faculty

Mekada Graham, Department Chair

Maria Avila, Susan D. Einbinder, Mitchell T. Maki

Lynn Harris, CalSWEC Project Coordinator

Lynn Harris, CalSWEC Field Consultant

Nyora Higgs, University Consortium for Children and Families Project Coordinator

Nicole Vazquez, Director of Fieldwork

Sharon Chun Wetterau, Assistant Director of Fieldwork

Program Office: WH B-385, (310) 243-3170

Program Description

The Master of Social Work (MSW) program at California State University, Dominguez Hills is intentionally designed to address the diverse social service needs, issues and problems particular to a large metropolitan area such as Los Angeles County. Building on the diversity of the various ethnic groups and cultures residing in the area, the program will prepare social work students for contextually competent social work practice, inclusive of the issues of culture, race, ethnicity, socioeconomic status, religion, class, sexual orientation and gender. The effects of bias, prejudice and institutionalized racism are examined so that students understand how these issues can affect social work practice, policy development and program implementation. Students learn a variety of perspectives and ways of identifying strategies and interventions for addressing these concerns and other problems in social work practice with individuals, families and communities.

The Department of Social Work promotes a psychosocial, ecological and cross-cultural approach to social work practice with Critical Race Theory and Intersectionality serving as the theoretical framework for contextually competent practice. The curriculum is developed and organized as a coherent and integrated whole consistent with program goals and objectives. California State University, Dominguez Hills offers one concentration: Social Work Practice in Communities (SWPC) and three specializations that students can choose from: Children, Youth and Families, Community Mental Health and Community Capacity Building.

The MSW program requires completion of 60 semester credit hours which can be accomplished through the following program options: A two year full-time program with classes that meet on Tuesdays and Thursdays throughout the day, with fieldwork hours on Monday, Wednesday, and some Fridays or a three-year part-time program with year-round classes held in the evenings and weekends and fieldwork occurring in the second and third years during normal business hours. The curriculum is organized around the following core areas: Human Behavior in the Social Environment, Practice, Policy, Research and Field Education. At the end of the foundation year, students are expected to have acquired a sense of professional responsibility and the ability to use knowledge on behalf of the individual, the group, and the community. In the advanced year, the curriculum is planned to combine the concentration around major intervention systems, or specializations that build on a generalist base obtained in the first year of

study. This combination enables graduates to move into the social work community with a combination of knowledge and skills in a broad area, as well as in-depth knowledge and skills in a particular method or area of service.

Academic Advisement

Interested students should contact the Department of Social Work at (310) 243-3170 or visit www.csudh.edu/hhs/sw for more information. Students and applicants should consult the website for updated information.

Admission to the Master of Social Work Program

Applicants must apply to both the University and the Department of Social Work. Applications for admission to CSU Dominguez Hills may be obtained on-line at www.csumentor.edu.

Applications for the department of Social work can be found on our website at www.csudh.edu/cps/hhs/sw. Completed applications and supporting documents for the Department of Social work should be mailed to:

College of Health, Human Services, and Nursing

Master of Social Work Program

Welch Hall A-385

CSU Dominguez Hills

1000 East Victoria Street

Carson, CA 90747

Admission Requirements

1. Completion of a baccalaureate degree from an accredited four year institution with a liberal arts foundation preferred and a GPA of 2.75 (on a scale of 4.0) or better in the last 60 semester/90 quarter units. Applications with a lower GPA may be considered based on their meeting certain other criteria.
2. Following is a list of eight courses that span four educational areas that a successful applicant should have satisfactorily completed:

- Elementary Statistics (students must pass the course)
- Human Development or its equivalent (students must pass the course)
- Three courses in the behavioral sciences (social work, sociology, cultural anthropology, psychology, economics, political science, gender or ethnic studies)
- Two courses in the humanities (philosophy, history, literature, religious studies, performing or visual arts, etc.)
- One course in English composition.

Students without this background are encouraged to apply and may be admitted to the MSW program but will likely be required to complete certain liberal arts requirements prior to matriculation.

3. Official transcripts of all previous college work submitted to the Social Work Department as well as to the Office of Admissions.
4. Good standing in the last institution attended.
5. Students must submit a 4-6 page personal statement (guidelines found in the supplemental application).
6. Submission of three recommendation forms from individuals who can evaluate the applicant's potential for graduate study (guidelines found in the supplemental application).

7. Completion of the CSUDH Graduate School application.

Master of Social Work

Total Course Requirements for the Master's Degree (60 units)

The students must maintain a 3.0 grade point average to remain a student in good standing in the Social Work program. A student will be placed on academic probation if, in any term, he or she fails to earn a grade point average of 3.0 or higher for work taken through that term. During a subsequent probationary term of one semester, the student must achieve a grade point average sufficiently high enough to bring the cumulative grade point average to 3.0 or better. Failure to do so will result in disqualification from the program.

Students may not earn social work course credit for life experience or previous work experience. See the "Requirements for the Master's Degree" in the University Catalog for complete details on general degree requirements.

A. Foundation Year (30 units):

- MSW 500. Human Behavior and the Social Environment I (3)
- MSW 501. Human Behavior and the Social Environment II (3)
- MSW 510. Social Welfare Policy I (3)
- MSW 511. Social Welfare Policy II (3)
- MSW 520. Generalist Social Work Practice I (3)
- MSW 521. Generalist Social Work Practice II (3)
- MSW 524. Critical Race Studies in Social Work Practice (3)
- MSW 530. Social Welfare Research (3)
- MSW 540. Fieldwork Practicum I (3)
- MSW 541. Fieldwork Practicum II (3)

B. Concentration Year (27 units)

1. Children, Youth and Families Specialization (CYF):

- MSW 523. Social Justice in Social Work Practice (3)
- MSW 550. Advanced Social Work Practice in Communities (3)
- MSW 555. Advanced Practice in Administration and Leadership (3)
- MSW 560. Social Welfare Policy III (CYF) (3)
- MSW 570. Fieldwork Practicum III (3)
- MSW 571. Fieldwork Practicum IV (3)
- MSW 580. Seminar in Child Welfare Issues (3)
- MSW 598. Directed Research (3)
- MSW 599. Thesis or Project (3)

2. Community Mental Health Specialization (CMH):

- MSW 523. Social Justice in Social Work Practice (3)
- MSW 550. Advanced Social Work Practice in Communities III: (CMH) (3)
- MSW 555. Advanced Practice in Administration and Leadership (3)
- MSW 561. Social Welfare Policy (3)
- MSW 570. Fieldwork Practicum III (3)
- MSW 571. Fieldwork Practicum IV (3)
- MSW 582. Seminar in Mental Health Issues (3)
- MSW 598. Directed Research (3)

MSW 599. Thesis or Project (3)

3. Community Capacity Building Specialization (CCB):

MSW 523. Social Justice in Social Work Practice (3)

MSW 550. Advanced Social Work Practice in Communities (3)

MSW 555. Advanced Practice in Administration and Leadership (3)

MSW 551. Social Welfare Policy III (CCB) (3)

MSW 570. Fieldwork Practicum III (3)

MSW 571. Fieldwork Practicum IV (3)

MSW 581. Seminar in Community Capacity Building (3)

MSW 598. Directed Research (3)

MSW 599. Thesis or Project (3)

C. Electives (3 units)

MSW 522. Clinical Interventions with Youth, Children and Families in Social Work Practice (3)

MSW 592. Diagnostic Assessment in Social Work Practice (3)

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

Graduate

MSW 500 Human Behavior and the Social Environment I (3).

Co-requisites: MSW 510, MSW 520, MSW 523, and MSW 540.

Focus on individual and family life span. Examine individual and family development in the context of social, political, historical, and cultural variables. Individual and family behavior is examined for its unique expressions of strength and abilities in the course of achieving psychosocial, cognitive, moral, and spiritual developmental tasks.

MSW 501 Human Behavior and Social Environment II (3).

Prerequisites: MSW 500, MSW 510, MSW 520, MSW 523, and MSW 540. Co-requisites: MSW 511, MSW 521, MSW 530, and MSW 541.

Human Behavioral and Social Environment II, the second of two companion courses, examines the interrelationships among social institutions, social structure and social processes, on the one hand, and the realities of the lives of individuals, families, groups, communities, organizations and societies, on the other.

MSW 510 Social Welfare Policy I (3).

Co-requisites: MSW 500, MSW 520, MSW 523 and MSW 540.

The structure, functions and components of US social welfare policy are identified and critically analyzed to reveal its scope, reach and limitations; current and historically successful approaches and tools to improve policies, increase social justices and reduce inequalities are reviewed.

MSW 511 Social Welfare Policy II (3).

Prerequisites: MSW 500, MSW 510, MSW 520, MSW 523 and MSW 540. Co-requisites: MSW 510, MSW 511, MSW 530 and MSW 541.

Preparation to engage in policy practices advancing social and economic well-being of individuals, families, organizations and administrative and legal aspects of policy provisions and advancing social justice.

MSW 520 Generalist Social Work Practice I (3).

Co-requisites: MSW 500, MSW 510, MSW 523, and MSW 540.

The course will focus on theories, models, and interventions of generalist social work practice when working with individuals and families. Emphasis is placed on effective and equitable multicultural and contextual service delivery and interventions with poor, vulnerable and oppressed populations.

MSW 521 Generalist Social Work Practice II (3).

Prerequisites: MSW 500, MSW 510, MSW 520, MSW 523, and MSW 540. Co-requisites: MSW 501, MSW 511, MSW 530, and MSW 541.

This course focuses on theories, models and principles for generic social work practice with groups, communities and organizations. Emphasis is placed on effective and equitable multicultural and contextual service delivery and interventions with poor, vulnerable and oppressed populations.

MSW 522 Clinical Interventions with Youth, Children and Families in Social Work Practice (3)

Prerequisites: MSW 500, MSW 501, MSW 510, MSW 511, MSW 520, MSW 521, MSW 530, MSW 540, MSW 541

This course examines theories, principles and practices of family counseling, the life cycle and role of counselor in promoting change in families, utilizing CRT and Intersectionality. Ethical, legal and other professional issues related to family counseling will be covered.

MSW 523 Social Justice in Social Work Practice (3).

Prerequisites: MSW 500, MSW 510, MSW 520, MSW 530 and MSW 540. Co-requisites: MSW 501, MSW 511, MSW 521 and MSW 541.

This course examines the history and consequences of different definitions of social justice. Social justice within human rights, culture, values, and ethics will be explored including related theory, social policy and movements and development of effective strategies promoting social justice.

MSW 524 Critical Race Studies in Social work Practice (3)

Prerequisite: Restricted to MSW program; admission to the MSW program or Instructor consent. In-depth overview of Critical Race Studies (CRS) in social work fields. Examination of the causes and symptoms of structural racism and social/racial hierarchies in underserved communities. Analysis of the history and development of CRS' application to practice issues.

MSW 530 Social Welfare Research (3).

Co-requisites: MSW 500, MSW 510, MSW 520 and MSW 540.

Critical assessment and mastery of research methodologies to systematically evaluate one's own social work practices, focusing on those used to evaluate published research studies, assess service and program delivery, and participate in conducting research as a professional social worker.

MSW 540 Fieldwork Practicum I (3).

Co-requisites: MSW 500, MSW 510, MSW 520, and MSW 523.

Supervised agency experience designed to develop generalist practice skills in working with individuals, families, groups and communities with emphasis on cross cultural practice. Two hours weekly seminar and 16 hours in agency placement. CR/NC grading.

MSW 541 Fieldwork Practicum II (3).

Prerequisites: MSW 500, MSW 510, MSW 520, MSW 523, and MSW 540. Co-requisites: MSW 501, MSW 511, MSW 521, and MSW 530.

Supervised agency experience designed to apply the knowledge, skills and values learned in MSW 520 and MSW 521 and activities of MSW 540. Two hours of seminar and 16 hours in agency placement. CR/NC grading.

MSW 550 Advanced Social Work Practice in Communities (3).

Prerequisites: Completion of foundation year courses. Corequisite: MSW 570 and MSW 581.

This course provides in depth overview of Social Work from a Community Practice perspective. It highlights contextual models of practice with communities as well as developmental, organizing, and planning approaches that are applicable to diverse populations. It will examine skills used by social workers to conduct culturally competent interventions.

MSW 551 Social Policy III: Community Capacity Building (3).

Prerequisites: Advanced year status and declaration of Community Capacity Building as specialization. Corequisite: MSW 570.

Community Capacity Building's growing influence on social policies and achievements improving the well-being of individuals and families in poor urban neighborhoods are described and analyzed to prepare professional social workers to advance social, economic and environmental justice.

MSW 555 Advanced Practice in Administration and leadership (3).

Prerequisites: MSW 510, MSW 520, MSW 521, MSW 550, MSW 540, MSW 541, MSW 550, MSW 570. Corequisite: MSW 571.

This course introduces the concepts and theories involved in leadership, administration and management of a human services organization. Leadership styles will be examined, paying close attention to those who recognize diverse cultural styles and incorporate contextually competent approaches to administration.

MSW 560 Social Welfare Policy III: Children, Youth and Families (3).

Prerequisite: Advancement to Candidacy and completion of foundation year courses. Co-requisites: MSW 550, MSW 553, MSW 570 and MSW 598.

This course is designed to provide students with an advanced understanding of key issues, concepts and skills associated with policy analysis and development of policy alternatives and political action on behalf of children, youth and families.

MSW 561 Social Welfare Policy III: Community Health/Mental Health (3).

Prerequisite: Advancement to Candidacy and completion of foundation year courses. Co-requisites: MSW 550, MSW 553, MSW 570 and MSW 598.

Community mental health policies, programs, services and initiatives identified and critically assessed for quality, utilization, social justice considerations, and social work impact, using specialized policy analyses, professional activities and political actions focusing on populations-at-risk within and across affiliated organizations.

MSW 570 Fieldwork Practicum III (3).

Prerequisites: Completion of foundation year courses. Co-requisites: MSW 550 or MSW 551. Continued supervised agency experience at an advanced level in both direct and administrative program development areas within the student's area of concentration, with an emphasis on cross-cultural practice. One hour weekly seminar and 16 hours in agency placement. CR/NC grading.

MSW 571 Fieldwork Practicum IV (3).

Prerequisites: Completion of foundation year courses and MSW 550 or MSW 551, MSW 553, MSW 570, and MSW 598. Corequisite: MSW 555.

Continued supervised agency experience at an advanced level in both direct and administrative program development areas within the student's area of concentration, with an emphasis on cross-cultural practice. One hour weekly seminar and 16 hours in agency placement. CR/NC grading.

MSW 580 Seminar in Child Welfare Issues (3).

Prerequisite: Advancement to candidacy.

This course identifies and critically analyzes a broad range of welfare issues related to children, youth and families, such as child maltreatment, poverty, race, gender, sexual orientation, and gang violence, focusing on contributing factors, recent research, policies and treatment modalities.

MSW 581 Seminar in Community Capacity Building (3).

Prerequisite: Advanced year status and declaration of Community Capacity Building as Specialization. Co-requisites: MSW 550 and MSW 570.

Focus is on the collaboration, assessment, implementation and evaluation of various strategies utilized to build capacity within communities. Students will apply the tenets of Asset and Social development to support/aid in the development of families, neighborhoods and communities.

MSW 582 Seminar in Mental Health Issues (3).

Prerequisite: Advancement to candidacy.

This course examines mental health from a community perspective. Case in the context of the recover model, theoretical perspectives examine assessment, treatment planning and approached to recovery and wellness. Critical Race Theory, cultural implications and outcomes will be examined.

MSW 592 Diagnostic Assessment in Social Work Practice (3).

Prerequisite: Restricted to major.

Overview of assessment for contextually and culturally competent social work practice using the DSM 5. A principle goal is to address from a social justice standpoint issues of social hierarchies and power in the use of diagnosis of mental health disorders.

MSW 594 Independent Study in Social Work (3).

Independent pursuit of a topic or project which is proposed by the student. Study must be interdisciplinary and must be approved in advance by faculty member supervising study.

MSW 595 Special Topics (3).

Advanced course of special interest for Social Work graduate students. Topic and content will vary as announced.

MSW 598 Directed Research: Preparation for Culminating Experience (3).

Prerequisite: Advancement to candidacy and consent of program coordinator. Co-requisites: MSW 551 or MSW 551, MSW 553, MSW 560 or MSW 561, and MSW 570.

Extensive research on a subject related to the student's area of concentration under the guidance of a faculty member. Designed to prepare students for the Project, Thesis or their Comprehensive Examination. CR/NC grading.

MSW 599 Project or Thesis (3).

Prerequisite: Advancement to candidacy.

Students will complete a scholarly project or thesis under the supervision of an assigned faculty. To be repeated up to 6-units. This course may not be taken if the student has failed the Comprehensive Examination. CR/NC grading.

MSW 600 Project Continuation Course (0).

Students who have completed their course work but not their directed project may maintain continuous enrollment by registering for this course with permission of the program coordinator.

Infrequently Offered Courses

The following courses are scheduled only on a "demand" basis. Students should consult the department office for information about the next scheduled offering.

MSW 553 Multicultural Perspectives of Practice (3).

Prerequisites: Completion of foundation year courses. Corequisite: MSW 570.

Theory and practice with ethnically, racially, religiously diverse populations utilizing a multidimensional, cross-cultural framework and case materials to analyze treatment issues and empowerment strategies.

SOCIOLOGY

College of Natural and Behavioral Sciences

Department of Sociology

Bachelor of Arts

Minor

Sociology

Women's Studies

(For requirements refer to Women's Studies section in catalog)

Certificate

Community Organizing (Undergraduate)

Social Research (Undergraduate)

Social Research (Graduate)

Master of Arts

General Sociology Option

Research Skills Option

Faculty

Undergraduate

Kara Dellacioppa, Department Chair

Kelin Li, Alexis Sharon McCurn, Jeb Middlebrook, Matt Mutchler, Jose Prado, Katy Pinto,

Sohaila Shakib, LaTanya Skiffer, Clare Weber

Department Office: SBS B-334, (310) 243-3431

Graduate

Jose Prado, Graduate Program Coordinator

Emeriti Faculty

Faye Arnold, William R. Blischke, Alan Bomser, Dexter E. Bryan, Jeanne Curran, Robert M.

Christie, Charles Hohm, Fumiko Hosokawa, Richard B. Hovard, F. Donald Laws, John C.

Quicker, Sharon Raphael, Steve Riskin, Alan Ryave

Program Description

The study of Sociology offers students the opportunity to develop a critical understanding of social processes and structures, so as to be able to live and work in our diverse global society and to apply the tools of social analysis to a broad range of professional, academic and community situations. The methods and knowledge developed by sociologists reflect the complexity of human organization, social life, inequalities and social justice. The newly emerging patterns of social change continue to alter our life, making the effective applications of social analysis more important than ever before in solving problems of inequalities, human organization and justice at a local and global level.

The department of Sociology at CSUDH is committed to its mission of sociology in service to community. The department is composed of a diverse, innovative and stimulating faculty who

teach and pursue research in a variety of areas that are important in today's global societies. The sociology faculty offers undergraduate and graduate programs with several emphasis that respond directly to the needs of today's students. We offer a wide range of opportunities to engage in service learning, applied research and community studies and organizing.

Sociology is a civically engaged department and is formally recognized by the CSU for outstanding work with local communities where Sociology students and faculty engage in service learning, internships and community based research.

Undergraduate majors and minors and graduate students may concentrate their studies in a variety of areas including applied research, community studies, criminology and justice studies, the helping professions and social change in global context. Sociology prepares students for careers in social work, law, criminal justice, government, non-profit and community and international organizations, education, gerontology, medicine, community service, urban planning, politics, business, academia, human resources and applied research.

Undergraduates majoring in sociology may elect to concentrate their studies in any of the areas mentioned above or in an area designed in consultation with faculty to best fit their academic or professional goals. Students majoring in other disciplines or professional programs may tailor a minor in sociology to complement their major field of study. A minor in Sociology complements a wide range of majors, including psychology, political science, computer science, liberal studies, human services, public administration and many others. Graduate students often plan their studies in the context of more specific career and professional goals, or to augment their current professions.

Graduate Studies in Sociology

The department offers an established graduate program leading to the Master of Arts in Sociology. The program is designed to provide all students with a strong foundation in sociological theory and research methodology. The graduate program is designed to allow for a substantial degree of student choice. Students may choose a macro- or micro-based program of study and select from several areas for further specialization or experience. These areas include, but are not restricted to, such concentrations as social research and computer applications; sociology of education; community and clinical sociology; law and society; criminology and deviance; and general sociology. Students are expected to select a major advisor who can best facilitate their specific interests in the program. Finally, students may choose one of the following options to complete their program of graduate study: comprehensive exam, thematic project or thesis. Students with an interest in teaching and administrative applications of the degree are encouraged to complete via examination. Those with research interests or who may wish to pursue advanced graduate study toward a doctoral degree are encouraged to opt for the thesis or thematic project options.

The Department of Sociology has an established record of success in graduate education. Many of the department's graduates have found careers in research, teaching and a wide range of other fields. Special emphasis is placed on practical and policy-relevant research participation by graduate students in the Urban Community Research Center. Students are encouraged to take an active role in the department, the discipline and the wider community. Students may apprentice in one or more of the many advanced forms of social scientific research, including evaluation research, social impact analysis, ethnographic field research, etc. Students who wish to pursue advanced study beyond the M.A. degree may elect to take additional work necessary to acquire the Graduate Certificate in Social Research.

Academic Advisement

Sociology faculty provide advisement for majors, minors and graduate students in sociology, and also provide limited general education advisement for sociology majors. Faculty are available for both daytime and night students. For graduate studies, Dr. Kara Dellacioppa should be contacted. For faculty office hours and general questions, please call the department office at (310) 243-3431. Students are advised to meet with a faculty advisor early, in order to take the best advantage of opportunities offered by the Department. They may go to any faculty member for Sociology advising.

Preparation

High school students contemplating a major in sociology are encouraged to take the college preparatory courses, including English, mathematics and social sciences. Courses in computers, logic and life science also are recommended.

Students planning to transfer from community college should consult with their counselor or advisor to assure that appropriate lower division courses are completed before the transfer.

Career Possibilities

The Sociology Department's programs are designed to prepare students for graduate study in sociology and for professional positions and careers in a variety of fields in federal, state and local agencies as well as for jobs in private business and non-profit institutions and applied research. Studies in sociology provide good preparation for careers in social work, law, probation and criminology as well as community organizing, labor unions and public service jobs. Students completing a master's degree in sociology can teach at a community college and work toward a Ph.D. A degree in sociology also complements technical and administrative programs by broadening students' understanding of social organizations, social inequalities, social structures, global and local processes and human behavior. Contact the department office to for a list of faculty advisors to help you with your career choices and planning.

Student Internships

Student internships are made available in locations related to the subject areas in the Sociology Department including criminology and justice studies, helping professions, social change in global contexts, social inequalities and applied research and community studies and others where faculty research and professional practice provide such opportunities. Interested students should talk with faculty involved in such areas.

Student Organizations

The department has a chapter of Alpha Kappa Delta, International Sociology Honor Society, for students who meet honor society requirements. There is a Sociology Student Club and a Pre-Law Club.

Graduation with Honors

An undergraduate student may be a candidate for graduation with honors in Sociology by meeting the following criteria:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum GPA of at least 3.5 in all courses used to satisfy the upper division requirements in the major;
3. Recommendation by the Sociology faculty.

Bachelor of Arts in Sociology

Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

Minor Requirements

Single field major, no minor required.

Major Requirements (39 units)

The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

A. Lower Division Required Courses (7 units):

SOC 101. The Individual in Society (3) or

SOC 102. Understanding Social Relationships in a Global Perspective (3)

SOC 220. Analytical Statistics for Sociology (4)

B. Upper Division Requirements (32 units)

1. Required Courses (14 units):

SOC 305. Methods of Sociological Research (4)

SOC 311. Global Organizations and Social Processes (3)

SOC 340. Social Psychology: Sociological Perspectives (3)

SOC 355. Modern Sociological Theories (4)

2. Electives (18 units): Select six additional upper division courses in sociology with the assistance of an advisor.

Basic Areas of Study

The Sociology Department recommends that each student select an area for the major or minor. At least six elective courses should be taken from that chosen area of study (Upon consultation with an advisor a student may elect to substitute another course for one in his/her specialty).

The basic areas of study are as follows:

- Applied Research
- Community Studies
- Criminology and Justice Studies
- Helping Professions
- Social Change in Global Contexts
- Social Inequalities

Applied Research

The applied research area emphasizes practical skills needed to conduct research projects in diverse social settings. Courses cover such topics as statistical analysis, research methods, feminist methods, program evaluation, and ethnographic data analysis. The goal of the area is to provide students with hands-on research experiences from a sociological perspective. Students will gain many of the technical skills needed to conduct community research, program evaluation, and data analysis projects. These skills are increasingly important in non-profit agencies as well as in large university and private research centers.

SOC 220. Analytical Statistics for Sociology

SOC 302. Workshop in Social Research

SOC 303. Qualitative Methods

SOC 304. Computer Applications in the Social Sciences

SOC 305. Methods of Sociological Research

SOC 306. Program Evaluation

SOC 408. Survey Research

SOC 503. Seminar in Ethnographic Analysis in Sociology (at instructor's discretion)

Community Studies

The area of community studies uses multiple methodologies to explore social justice issues in diverse communities. It is designed to provide students with an overview of different approaches to the field. Classes address theories of community, issues in community studies, ethics, and data analysis. Many of the classes include practical fieldwork requirements such as internships, service learning, and research with community partners. This area will prepare students for careers in research, program evaluation, social work, non-profit management, urban planning, and public policy among others.

SOC 302. Workshop in Social Research

SOC 306. Program Evaluation

SOC 326. Sociology of Medicine

SOC 331. Minority Racial and Ethnic Relations

SOC 334. Women in Society

SOC 335. Social Movements

SOC 340. Social Psychology: Sociological Perspective

SOC 341. Seminar in Small Groups

SOC 362. Gangs and Adolescent Subcultures

SOC 363. Sociology of Alcohol and Other Drug Use

SOC 380. Urban Sociology

SOC 381. Field Study in Urban Problems

SOC 383. Black Communities, Class, Status and Power

SOC 384. Community Organizing

SOC 503. Seminar in Ethnography Analysis in Sociology (at instructor's discretion)

Criminology and Justice Studies

This area of study utilizes a social scientific lens to examine various institutions associated with the criminal justice system. Specifically, this area explores criminological theories regarding the etiology of crime, juvenile delinquency, ganging, and deviant behavior as they relate to policing, courts, corrections, and laws. The courses will delve into issues such as social inequality and power relations between correctional institutions and communities. With an emphasis on social justice, this area will give students the tools to analyze these topics from feminist, global, and

critical race theory perspectives, preparing students for graduate school, law school, or government employment.

Additionally, students educated within a social justice framework are prepared to contribute to the justice professions through evaluation, research, ethical practice, and dedicated service.

SOC 331. Minority Racial and Ethnic Relations

SOC 362. Gangs and Adolescent Subcultures

SOC 364. Corrections

SOC 365. Deviant Behavior

SOC 367. Sociology of the Law

SOC 368. Criminology

SOC 369. Juvenile Delinquency

SOC 380. Urban Sociology

SOC 381. Field Studies in Urban Problems

Helping Professions

This area of study looks at the social service resources in the community as they link up with diverse populations in society. Community agencies provide social services, mental health services and health services as they interface with ethnic communities, the elderly and families from all walks of life. Understanding the theories of helping and the methods of service delivery become important in assessing the effectiveness of social agencies. Community fieldwork and hands-on experience at agencies provide the student with opportunities to view the function of these agencies and their purpose in serving communities.

SOC 306. Program Evaluation

SOC 316. Sociology of Adult Life and Aging

SOC 320. The Family

SOC 326. Sociology of Medicine

SOC 328. Social Agencies: Practice and Power

SOC 363. Sociology of Alcohol and Other Drug Use

SOC 381. Field Studies in Urban Problems

SOC 383. Black Communities: Class, Status and Power

SOC 384. Community Organizing

SOC 386. Sociology of the Helping Professions

Social Change in Global Contexts

This area of study focuses on the relationship between global processes (political, economic, and cultural) and social institutions and communities. Students will develop analytical skills that pertain to the changing social environments on a local, regional, and global level. This area highlights how collective and individual social factors shape and are shaped by the shifting conditions brought about by globalization. The goal of this area is to prepare students for further study in the area of global studies as well as careers in which knowledge of the global dimensions of social life are required. Topics included but are not limited to: the social impact of immigration, the environment, labor issues, race, gender, sexuality, ethnicity, human rights, and new forms of citizenship and governance.

SOC 311. Global Organizations and Social Processes

SOC 321. Sociology of Education

SOC 315. Sociology of Work

SOC 326. Sociology of Medicine

SOC 334. Women in Society

SOC 335. Social Movements
SOC 384. Community Organizing
SOC 387. Theory and Research in Globalization

Social Inequalities

This area of study focuses on forms of racial formation, the social construction of gender and inequality, class and domination and subordination. Students will develop the skills to critically understand the intersections of race, class, gender, sexualities, citizenship and inequalities that shape social lives. Furthermore, students will acquire an understanding of resistance and social movements aimed at addressing inequalities. The study of social inequalities prepares students for a wide range of careers where sensitivity to diversity and advocacy are called for.

SOC 311. Global Organizations and Social Processes
SOC 321. Sociology of Education
SOC 322. Sociology of Medicine
SOC 327. Sociology of Sports
SOC 331. Minority Ethnic Relations
SOC 334. Women in Sociology
SOC 335. Social Movements
SOC 362. Gangs and Adolescent Subcultures
SOC 383. Black Communities
SOC 384. Community Organizing

Minor in Sociology (15 units)

Five courses selected upon advisement (a maximum of three lower division units may apply toward the minor). The department also provides advisors who pay particular attention to the professional needs of students working in the technical, administrative and business fields. Minor areas may be "tailor-made" to meet the specific educational interests and career needs of students (see previous academic advisement section).

Certificate in Community Organizing- Undergraduate (15 units)

This certificate examines theories and perspectives on organizing with an emphasis on preparing students to bridge differences and become community leaders for social and gender justice. Inequalities of race, class, gender, sexuality, ability, age and citizenship are just some of the differences that shape ways in which organizing is carried out and communities are formed. Through this certificate, students will learn theoretical approaches to organizing and community work and will, through experiential learning in the area of community organizing, apply these theoretical approaches. Furthermore, students are trained in practical aspects of community organizing from managing funds to utilization of technology. An Internships with a community-based organizations in the Los Angeles area will be central to completion of the certificate.

A. Required Courses (12 units):

SOC 335. Social Movements (3)
SOC 384. Community Organizing (3)
SOC 496. Sociology Internship (6)

B. Electives (3 units):

Select one elective Sociology course in consultation with an advisor. (3)

Certificate in Social Research - Undergraduate (41 units)

The Undergraduate Certificate in Social Research is designed to qualify recipients to participate fully in all phases of research projects from the initial conceptualization to the final report writing. To qualify for the certificate candidates must demonstrate their competence in conceptualization, research design, sampling design, instrument design, data collection, data analysis and report writing. This program is open to non-sociology majors.

A. The following required courses may be applied to the major in Sociology (29 units):

SOC 220. Analytical Statistics for Sociology (4)

SOC 303. Qualitative Methods (3)

SOC 304. Computer Applications in the Social Sciences (3) or

SOC 307. Micro Computer Data Base Applications in Social Science (3)

SOC 305. Methods of Sociological Research (4)

SOC 355. Modern Sociological Theories (4)

SOC 381. Field Studies in Urban Problems (3) or

SOC 306. Program Evaluation (3)

SOC 401. Inferential Statistics for Sociology (4)

SOC 402. Multivariate Analysis in Sociology (4)

NOTE: Appropriate courses from other disciplines may be substituted with the assistance of an advisor.)

B. The following course must be taken in the Urban Community Research Center (12 units):

SOC 302. Workshop in Social Research (3,3,3,3)

Master of Arts in Sociology

Admissions Requirements and Procedures

To be considered for admission to the Sociology Graduate Program, applicants must complete the appropriate forms and pay the established fees through the Office of Admissions. Successful applicants must possess a bachelor's degree from an accredited college or university and a grade point average of 3.0 in the last 60 semester units (90 quarter units) of upper division undergraduate course work (excluding units earned in extension studies). The applicant should have two letters of recommendation forwarded to the program coordinator. Applicants not possessing the above qualifications may apply directly to the Sociology Graduate Committee for special consideration.

Only those applicants who show promise of success and fitness will be admitted to the graduate program, and only those who continue to demonstrate a satisfactory level of scholastic competence and fitness shall be eligible to continue in the program.

Requirements for Classified Standing

To become classified in the Sociology Graduate Program, a student must demonstrate a background in social science theory and methods. This usually entails a theory and a methods course taken at the undergraduate level. Students in need of this exposure will be required to take appropriate undergraduate theory and/or methods course(s) in order to be classified. Students eligible for classification should contact the graduate coordinator.

Requirement for Advancement to Candidacy

Candidacy status denotes the successful completion of a major portion of the graduate academic program.

To be advanced to candidacy students must have completed the following:

1. Meet graduate writing assessment requirement;

2. The following core courses with a minimum grade of "B" in each course:
 SOC 505. Seminar in Sociological Research (3)
 SOC 506. Laboratory in Sociological Research (1)
 SOC 511. Seminar in Social Organization (3) or
 SOC 550. Seminar in Interaction Processes (3)
 SOC 555. Seminar in Sociological Theory (3);
3. Completion of two additional graduate seminars in sociology with a minimum grade point average of 3.0;
4. Approval of the student's eligibility for the comprehensive exam by the graduate coordinator;
or
5. Approval of a thesis or thematic project proposal by a committee consisting of at least two members of the full-time faculty of the sociology department. Proposals are submitted in writing and the title is registered with the department.

Degree Requirements

General Sociology Option (30 units)

1. Required Core Courses (10 units):
 SOC 505. Seminar in Sociological Research (3)
 SOC 506. Laboratory in Sociological Research (1)
 SOC 555. Seminar in Sociological Theory (3)
 SOC 511. Seminar in Social Organization (3) or
 SOC 550. Seminar in Interaction Processes (3)
2. Classified students are required to take SOC 505, Seminar in Sociological Research, and SOC 555, Seminar in Sociological Theory, during their first year in the program.
3. 20 additional units from sociology course offerings (a maximum of nine units may be taken from 300 or 400 level courses and only with the consent of the graduate coordinator).
4. Completion of the comprehensive exam, thesis or thematic project.
5. Of the 20 units taken under "3", at least three should be graduate seminars, those students selecting the thesis or the project may include five units of SOC 599. Those students selecting the comprehensive examination option must include two units of SOC 599.
6. An overall grade point average of 3.0 or better with no grade lower than a "B" in the core courses.

Research Skills Option (30 units)

1. Prerequisites:
 The following courses are prerequisites and must be completed before classified standing in the program will be granted.
 SOC 304. Computer Applications in the Social Sciences (3) or
 SOC 307. Micro Computer Data Base Applications in Social Science (3)
 SOC 402. Multivariate Analysis in Sociology (4)
 NOTE: This option will also satisfy requirements for the Graduate Research Certificate.
2. Core Courses (10 units):
 SOC 505. Seminar in Sociological Research (3)
 SOC 506. Laboratory in Sociological Research (1)
 SOC 555. Seminar in Sociological Theory (3)

SOC 511. Seminar in Social Organizations (3) or
SOC 550. Seminar in Interaction Processes (3)

3. Required Courses (20 units):

SOC 503. Seminar in Ethnographic Analysis in Sociology (3)

SOC 502. Graduate Workshop in Research and Theory (3) or

SOC 302. Workshop in Social Research (3)

SOC 598. Directed Research (2, 3)

NOTE: A total of 12 units of SOC 502 and SOC 302 must be taken and at least 9 units must be in SOC 502.)

4. Serve as project director (or co-director) of a selected Urban Community Research Center sponsored project for the minimum of one term and the submission of an approved written report of the project.

5. A grade point average of 3.0 or better in graduate study.

Master's Requirement

In addition to the major requirements, students must meet all university requirements for the master's degree. Students should consult the section of the catalog entitled "Graduate Degrees and Postbaccalaureate Studies."

Outdated Coursework

Students usually complete the program within two or three years. However, some students do not maintain continuous attendance and, hence, take considerably longer. Students must complete the entire program within seven years. Courses taken in the eighth year are subject to a validation process. According to California State University policy, courses taken more than eight years before the student graduates must be repeated. Consult the general regulations regarding "outdated coursework" elsewhere in the catalog.

Certificate in Social Research - Graduate (32 units)

The Graduate Certificate in Social Research is designed to qualify recipients to supervise researchers in all phases of research projects from the initial conceptualization to the final report writing. To obtain the certificate, candidates must demonstrate their competence to teach and supervise researchers in conceptualization, research design, sampling design, data collection, data analysis and report writing. Note: The student in the certificate program must meet the admission requirements for the Sociology Master's Degree Program and must maintain a 3.0 ("B") average.

A. The following required courses may be applied to the master of arts degree in Sociology (20 units):

SOC 304. Computer Applications in the Social Sciences (3) or

SOC 307. Micro Computer Data Base Applications in Social Science (3)

SOC 402. Multivariate Analysis in Sociology (4)

SOC 503. Seminar in Ethnographic Analysis in Sociology (3)

SOC 505. Seminar in Sociological Research (3)

SOC 506. Laboratory in Sociological Research (1)

SOC 555. Seminar in Sociological Theory (3)

SOC 598. Directed Research (3)

NOTE: Appropriate courses from other disciplines may be substituted with consent of advisor.

B. The following courses must be taken in the Urban Community Research Center (12 units):

SOC 302. Workshop in Social Research (3) or

SOC 502. Graduate Workshop in Research and Theory (3)

NOTE: A total of 12 units must be taken from B, including at least 9 units of SOC 502.

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

Lower Division

SOC 101 The Individual in Society (3).

An introduction to the study of self, socialization, and social interaction. Interpersonal relations and the structure of social roles; deviance and normality in everyday life.

SOC 102 Understanding Social Relationships in a Global Context (3).

Dynamics of the basic units of society, such as marriage and family groups, associations, and bureaucracy. Study of work, class and mobility, conflict and cooperation, crime, delinquency and social control.

SOC 220 Analytical Statistics for Sociology (4).

Prerequisite: Algebra I is recommended.

Statistical techniques for the description and analysis of sociological data. Tabular, graphic, and parametric analytical procedures. Three hours lecture and three hours laboratory per week.

Upper Division

SOC 302 Workshop in Social Research (3).

Prerequisites: Consent of instructor is required; SOC 220, SOC 305, SOC 355 are recommended.

Workshop in research methods and theory applied to actual research projects culminating in public reports. Repeatable course. Six hours of workshop per week.

SOC 303 Qualitative Methods (3).

Use and application of unstructured, structured, and participant observation methods to sociological phenomena. Unobtrusive and non-reactive procedures of research.

SOC 304 Computer Applications in the Social Sciences (3).

Prerequisite: SOC 220 or its equivalent is recommended.

Applications of computers in the Social Sciences; data processing, modeling, simulation, data base management, bibliographic searches. On-line and batch applications. One hour of lecture and four hours of activity per week.

SOC 305 Methods of Sociological Research (4).

Prerequisite: SOC 220.

Examination of methods employed in the investigation of sociological phenomena.

Consideration of the research process as a whole, including quantitative and qualitative techniques. Includes supplemental workshop. Three hours of lecture and two hours of activity per week.

SOC 306 Program Evaluation (3).

Emphasis on the role of program evaluation in decision making, improvement, and accountability. Students will become involved in evaluation activities.

SOC 307 Micro Computer Data Base Applications in Social Science (3).

Exploration of individualized data base systems for social science. Creation and management of data base files, both user generated and commercial software. Emphasis on the usefulness of the

microcomputer in storing, accessing and analyzing social science data, report generation and accessing mainframe archives. One hour of lecture and four hours of activity per week.

SOC 309 Writing Skills in Sociology (3).

Introduction to basic research and presentational skills of sociology and social and behavioral sciences. Skills development in research and writing, using library and other data sources, organizing projects, writing reports. One hour of lecture and four hours of activity per week.

SOC 311 Global Organizations and Social Process (3).

Examination of processes of globalization and contemporary social systems in a global context. This includes corporations, education, the family, the global economy, the military, religion and social movement organizations. Attention given to patriarchy, post-colonialism, race and ethnicity.

SOC 315 Sociology of Work (3).

Sociological analysis of work in industrial society. Examination of the labor force, industrial organization, occupational roles, and careers. Consideration of impact of technological change.

SOC 316 Sociology of Adult Life and Aging (3).

Prerequisite: SOC 101 or SOC 102 is required.

The developmental processes occurring throughout the life-cycle with special focus on problems and issues surrounding middle and old age. Utilization of demographic, cross-cultural, family, community, and societal studies to explore the social dimensions of aging.

SOC 320 The Family (3).

Study of the social processes and structural patterns affecting contemporary family life in American society.

SOC 321 Sociology of Education (3).

Examination of the organization and functions of educational institutions, comparison of American educational systems with educational systems in industrial and developing nations. Special attention given to the impact of schools on the life choices of culturally diverse groups.

SOC 322 Social Environment of Education (3).

An integrative study of socialization factors of the young child from various backgrounds and patterns of relationships between the teacher, parent, and community figures in culturally diverse situations.

SOC 326 Sociology of Medicine (3).

Social and cultural aspects of health, health behavior, and health organizations. Research on the distribution of disease in society, organization of health professions, social change, health care, stress and disease. Examination of social and cultural factors affecting utilization and structure of health services.

SOC 327 Sociology of Sports (3).

In this course, sports is examined as a social institution. This course provides an analysis of the organization and social functions of sport, popular sports media and history. It examines how sports challenges and reproduces cultural ideas about masculinity, femininity, sexual orientation, race/ethnicity, social class, work, fun, achievement, competition, violence and aggression.

SOC 328 Social Agencies: Practice and Power (3).

Study of the sources of power and the practical function of social agencies evaluated in their social context and for their impact upon the individual.

SOC 331 Minority Racial and Ethnic Relations (3).

Investigation of current American racial and ethnic problems in world-wide and historical perspective.

SOC 334 Women in Society (3).

Analysis of the changing role of women in different historical and cultural settings. Emphasis on the conflict women face from the value and belief systems of their cultures, those of their broader society and their social identity as women. The course will draw on material from diverse cultures, including both industrialized and developing countries.

SOC 335 Social Movements (3).

A study of major social movements with varying specific emphasis on topical problems or relevant issues from semester to semester. For example, a specific semester may be devoted to Social Movements: Black Awareness; or Social Movements: Utopias. Repeatable course.

SOC 337 Critical Sociology Through Film (3)

Students will examine how documentary and non-documentary film depicts and addresses social issues while communicating sociological theories and concepts in tangible visual formats. Through this process students will learn to critically examine media images using a sociological lens.

SOC 340 Social Psychology: Sociological Perspective (3).

The reciprocal influence that individuals and groups exert on one another from a sociological perspective. Focus on language and other symbolic processes, role taking and role playing, and the importance of the self-concept in interpersonal behavior.

SOC 341 Seminar in Small Groups (3).

Study and discussion of social interaction in small groups. Historical and theoretical background, research findings, leadership, and the small group as a social system. Classroom exercises in group dynamics. Three hours of seminar per week.

SOC 355 Modern Sociological Theories (4).

Analysis of contemporary sociological theories with attention to historical origins. Relationship of theory to research and theory construction. Includes supplemental theory building workshop. Three hours of lecture and two hours of activity per week.

SOC 362 Gangs and Adolescent Subcultures (3).

Examines gang phenomena nationally and regionally. Focus on organizational, behavioral, etiological, and preventive factors associated with development and perpetuation. Street, motorcycle, prison, ethnic and other subcultural formations are examined.

SOC 363 Sociology of Alcohol and Other Drug Use (3).

Introduction to drugs and alcohol as a contemporary social problem. Sociological analysis of drug use and abuse. Course includes systematic review of policy implications and therapeutic applications of sociology of drug use, especially chemical dependency and alcoholism.

SOC 364 Corrections (3).

Analysis of various sociological aspects of correctional operations: correctional settings, institutional life, types of correctional programs, rehabilitation, recidivism, alternatives to prisons, probation and prevention, the adjudicative process, and theoretical and empirical considerations of correctional systems.

SOC 365 Deviant Behavior (3).

Consideration of deviant behavior. Study of the forms and processes of deviance, and the distribution of its occurrence. A systematic analysis of particular kinds of violations of normative rules as related to general processes of interaction in everyday social activities.

SOC 367 Sociology of Law (3).

The social context within which legal systems function, the effectiveness of law as a mechanism of social control, the relationship between law and social change, and the social basis for the administration of justice and punishment.

SOC 368 Criminology (3).

Theories of the genesis of crime: patterns of criminal behavior; nature of criminal organizations; analysis of relationship of crime to the social structure; criminal statistics and crime rates: police and the criminal justice system.

SOC 369 Juvenile Delinquency (3).

Social context, definition, implications, and causes of juvenile delinquency as a social phenomenon; analysis of factors associated with delinquent behavior. Problems of adjustment of delinquents and factors in treatment and in post-treatment adjustment.

SOC 370 A Sociological Approach to the Law: Moot Court (3).

Prerequisites: Fulfillment of EPT and ELM requirement; POL 304 and THE 120 are recommended.

Training course of the Stanley Mosk Moot Court Competition. Case study of a selected problem and its progress through the legal system. Emphasis on difference between social and legal solutions. Students argue case before attorneys and judges. Repeatable course for up to three times. Two hours of lecture and two hours of activity per week.

SOC 380 Urban Sociology (3).

This class examines the general courses, processes, and consequences of urban development. Interdisciplinary perspectives and research methodologies for studying urban settings will be reviewed.

SOC 381 Field Studies in Urban Problems (3).

Field experiences in the urban setting, with special emphasis upon investigation and understanding of the human and social dimensions of urban problems. Two hours of lecture and two hours of activity per week.

SOC 382 Sociology of Latina/o Communities (3).

This class offers introductory discussion and analysis of topics that pertain to Latinas/os throughout North, Central, and South America and the Caribbean. The class explores experiences of different Latina/o communities. These include colonialism, post-colonialism, gender, immigration, race, etc.

SOC 383 Black Communities: Class, Status and Power (3).

An analysis of the structure of the Black community: class, economic and political power, the role of leadership, and the conditions for social development.

SOC 384 Community Organizing (3).

Study and project of community change. Analysis of the global context of local community organizing, including economic restructuring, environmental justice, immigration and the role of the state. Theories of community engagement and multi-cultural alliances, with an emphasis on women's roles.

SOC 386 Sociology of the Helping Professions (3).

Analysis of the importance of social and environmental factors within the helping context. Particular emphasis on variety of settings for helping, and on issues of social ethics and cultural sensitivities.

SOC 387 Theory and Research in Globalization (3).

Prerequisite: SOC 301

This course provides students with an understanding of the basic theories and concepts related to the economic, social, political, and cultural processes of "globalization." Students will work on a research project on a global issue.

SOC 395 Special Topics in Sociology (3).

Intensive sociological analysis of a topic of special interest to both the faculty member and students. Repeatable course.

SOC 401 Inferential Statistics for Sociology (4).

Prerequisites: SOC 220 or its equivalent is required; algebra is recommended.

Inferential statistical techniques as tools for analysis of sociological data. The logic of statistical inference. Parameter estimation and hypothesis testing. Three hours lecture and three hours laboratory per week.

SOC 402 Multivariate Analysis in Sociology (4).

Prerequisites: SOC 220 or its equivalent is required; SOC 401 is recommended.

Consideration of the integral involvement of statistics in research, with special emphasis on multivariate techniques. Criteria for selection of appropriate techniques. Three hours of lecture and three hours laboratory per week.

SOC 408 Survey Research (3).

Recommended Prerequisite: SOC 220.

Emphasis on the skills of survey research in decision making, improvement, and data collection. Students will become involved in survey research activities.

SOC 494 Independent Study (1-3).

Prerequisite: Consent of instructor.

A reading program of selected topics conducted under the supervision of a faculty member. Repeatable course.

SOC 496 Sociology Internship (3-6).

Provides students with supervised pre-professional experience in a community agency, social justice or human rights organization. This internship introduces students to employment possibilities and social change work while they receive valuable field experience and build community contacts. Repeatable up to 9 units.

Graduate

Graduate standing or consent of the graduate program coordinator is prerequisite to enrollment in graduate (500 level) courses.

SOC 500 Professional Development (3).

Provides an overview of university and department requirements for degree, campus resources, and exploration career path for Sociologists.

SOC 502 Graduate Workshop in Research and Theory (3).

Practicum in theory and research culminating in preparation of a public report. Entire experience is based on professional research projects in the Social Systems Research Center. Student is expected to assume some supervisory responsibility. Repeatable course. Six hours of workshop per week.

SOC 503 Seminar in Ethnographic Analysis in Sociology (3).

Ethnographic fieldwork and analysis in Sociology. Theories and techniques of field observations and methods of analysis of observational data, including field notes, documents, and audio-visual records. Concentration on methods of doing sociology so as to extrapolate principles of social behavior from observation of on-going activities in organized settings. Three hours of seminar per week.

SOC 505 Seminar in Sociological Research (3).

Prerequisites: SOC 305 or equivalent are required; SOC 401 or SOC 402, SOC 403 and SOC 407 are recommended; concurrent enrollment in SOC 506 required for Sociology graduate students, recommended for all others.

Advanced study of sociological research techniques and strategies. Consideration of research design and analysis as they relate to theory testing. Three hours of seminar per week.

SOC 506 Laboratory in Sociological Research (1).

Co-requisites: SOC 505 is required for Sociology graduate students and recommended for all others.

Laboratory exercises in the application of research techniques, including formulation of the research problem, case selection, instrument design, observation, data reduction and processing, analysis, and interpretation. Three hours of laboratory per week.

SOC 511 Seminar in Social Organizations (3).

An examination of the basic forms of social organization in historical and comparative perspective. The basic social scientific conceptions of social organization will be compared and contrasted in terms of methodological and policy implications. Three hours of seminar per week.

SOC 518 Seminar in Marriage and the Family (3).

A sociological examination of contemporary social issues and changes affecting marriage and family life in American society. Normative and alternative family and marital life styles will be explored. Three hours of seminar per week.

SOC 529 Seminar in Social Gerontology (3).

A detailed sociological discussion and presentation of theoretical and methodological issues and problems in the field of social gerontology. Fieldwork will be conducted. Three hours of seminar per week.

SOC 550 Seminar in Interaction Processes (3).

Experience in both the theoretical and practical study of microsociology. Stress on the small group, with specific concern for problems such as communication, leadership, decision-making, gamesmanship, equilibrium, and change. Relevant research literature reviewed, and laboratory experiments in interaction processes conducted. Three hours of seminar per week.

SOC 555 Seminar in Sociological Theory (3).

Prerequisite: SOC 355.

A detailed examination of classical and contemporary sociological theory. Three hours of seminar per week.

SOC 560 Seminar in the Sociology of Racial and Ethnic Relations (3).

A systematic inquiry into the experience of racial and ethnic minorities in the United States . Analysis of the sociological literature on interethnic relations, ethnic stratification and inequality. Implications for social policy. Three hours of seminar per week.

SOC 561 Seminar in Aging: Minorities and Special Groups (3).

Analysis of the situation of the elderly within selected population groups including the black aged, Mexican-American aged, the aging woman, the rural and urban poor aged. Community resource persons will be invited to participate. Three hours of seminar per week.

SOC 563 Seminar in the Sociology of Alcohol and Other Drug Use (3).

Social scientific approach to chemical substance use, misuse and dependency. Analysis of contemporary and historical definitions of alcohol and drug use. Origin, maintenance and transformation of patterns of drug use. Social responses to abuse and politics of use and abuse. Three hours of seminar per week.

SOC 568 Seminar in Criminology (3).

Analysis of specific issues in criminology. Issues that may be considered include the following: causative theories, major types of crime, formal crime control agencies, and prevention and control. Three hours of seminar per week.

SOC 569 Seminar in Juvenile Delinquency (3).

Investigation of the causes, nature and consequences of Juvenile Delinquency from a sociological perspective. Reading and discussion of theoretical studies and empirical research. Three hours of seminar per week.

SOC 595 Special Topics in Sociology (3).

A course designed to consider sociological analysis of a variety of special interest topics. The repeatable nature of the course makes it possible for students to work with more than one instructor on a topic of particular interest to the student. Course may be repeated once for a total of 6 units. Three hours of seminar per week.

SOC 596 Practicum in Teaching Sociology (3).

Prerequisite: Classified graduate standing.

Supervised experience in teaching Sociology. Techniques and skills appropriate to instruction at the college level. Instructional and evaluative experiences under supervision of sociology faculty. Repeatable for credit for a maximum of six units.

SOC 597 Directed Reading (1-3).

Independent reading under direction of supervising faculty member in Sociology. Repeatable course.

SOC 598 Directed Research (1-3).

Independent research under direction of supervising faculty member in Sociology. Repeatable course.

SOC 599 Graduate Capstone in Sociology (1-5).

Prerequisites: SOC 505, SOC 555, SOC 511 or SOC 550 and Advancement to Candidacy in Sociology Graduate Program is required.

Supervised thesis, special project, or comprehensive examination in sociology. Repeatable course.

SOC 600 Graduate Continuation Course (0).

Graduate students who have completed their coursework but not their thesis, project, or comprehensive examination, or who have other requirements remaining for the completion of their degree, may maintain continuous attendance by enrolling in this course. Signature of graduate program coordinator required.

Infrequently Offered Courses

The following courses are scheduled only on a "demand" basis. Students should consult the department office for information about the next scheduled offering.

SOC 325 Sociology of Religion (3).

Study of religion from sociological perspective: how religions are enacted and expressed as social and cultural events; the relation of religion to social structures; emphasis of the awareness of religion as an aspect of complex multiethnic society.

SPANISH

College of Arts and Humanities

Department of Modern Languages

Bachelor of Arts

Linguistics Option

Literature Option

Minor

Spanish Culture

Spanish Grammar and Writing

Spanish Linguistics

Spanish Literature

Bachelor of Arts in Liberal Studies

Liberal Studies Spanish Option

(for major requirements, refer to the Liberal Studies section in this catalog)

Bilingual Authorization Certificate

Spanish

Subject Matter Preparation Program

Spanish

Introductory Spanish Subject Matter Authorization

Faculty

Ivonne Heinze-Balcazar, Department Chair

Miguel Domínguez, Michael Galant, Benito Gómez, Raúl Romero

Modern Languages Department Office: LCH C-310, (310) 243-3315

Emeriti Faculty

Richard Beym, José S. Cuervo, Frances Lauerhass, Porfirio Sánchez, Luz Watts

Program Description

The Major in Spanish provide students with a solid foundation in the Spanish language. Indeed, as the number of Spanish-speaking residents in the United States continues to grow, so too do the career opportunities available to Spanish majors.

The Spanish major provides students with two options: Linguistics or Literature. Both options prepare students who intend to continue their studies in graduate school either in the academic fields of Spanish Linguistics, Romance Linguistics, Spanish Literature and Latin American literature. These options are designed also for students who plan to teach Spanish in high schools.

The Department of Modern Languages also offers a Minor in Spanish. This minor complements and enhances all majors. It is particularly useful to students majoring in business, in the public service fields, in French, or in any other field where knowledge of another language is desirable.

Features

At present, the most urgent need for majors in Spanish is in the area of public school teaching, at both the elementary and secondary levels. There is an acute shortage of bilingual teachers in the Greater Los Angeles area. For students who plan to teach at the elementary level and who are majoring in Liberal Studies, the Spanish program offers a Spanish option and a Bilingual Authorization certificate. The Spanish option in Liberal Studies provides in-depth study of Spanish. This option is particularly helpful for those potential elementary teachers who intend to seek bilingual certification. The Bilingual Authorization is an additional certificate that students of the Multiple and Single Subject Credential Programs can add to their teaching credential. This Bilingual Authorization certificate permits candidates to teach in a K-12 bilingual setting. The Subject Matter Preparation Program in Spanish (also known as the Single Subject Waiver Program in Spanish) is designed for students who plan to teach the Spanish language at the secondary school level.

Academic Advisement

The Department of Modern Languages is eager to provide all its students with the advisement they will need to continue their studies in a modern language. Students may choose an advisor of their choice from the full-time faculty in Spanish or, if preferred, come to the department office and be assigned an advisor. An advisor can be helpful in choosing the Spanish course best suited to the background and needs of each student.

Students must see an advisor upon admission, upon completion of 60 semester units, and during the first semester of the senior year.

Preparation

High school students who plan to major or minor in Spanish are encouraged to take at least two years of Spanish in high school. Students who have taken AP Spanish, French or Japanese may receive credit for some lower division courses.

Community college transfer students planning to take upper division Spanish courses at CSU Dominguez Hills should have completed four semesters of college level Spanish successfully, although they would have to take SPA 280 first. Those who have taken fewer than four semesters of Spanish in a community college will be placed at an appropriate level by means of advisement.

Student Organizations

Sigma Delta Pi: Membership in our Nu Psi Chapter of Sigma Delta Pi, the Spanish National Honorary Society, is open to students who have completed at least 18 upper division semester units in Spanish including at least one upper division course in literature or culture, and who have a 3.0 grade point average in all classes, including a 3.0 grade point average in all Spanish courses. Sigma Delta Pi seeks to honor those who seek and attain excellence in the study of Spanish language, literature and culture; to honor those who strive to make Hispanic contributions to modern culture better known in the world in general; to encourage college students to acquire a greater interest in and deeper understanding of Hispanic culture; and to foster friendly relations and mutual respect between Spanish speaking nations and other peoples of the world. Students interested in applying for membership should consult the chair of the Department of Modern Languages.

Graduation With Honors

An undergraduate student may graduate with Honors in Spanish provided that the following criteria are met:

1. A minimum of 36 units in residence at CSU Dominguez Hills;
2. A minimum grade point average of at least 3.5 in all courses used to satisfy the upper division requirements in the major;
3. Recommendation by the faculty of the Modern Languages Department.

Bachelor of Arts in Spanish

Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

Minor Requirements

While the department does not require a minor for graduation, it is strongly suggested that the student consider one in consultation with an advisor.

Major Requirements (39-51 units)

Common Core Requirements (24-36 units)

A. Lower Division Required Courses (3-15 units)

A1. Beginning and Intermediate Spanish (0-12 units):

SPA 110. Beginning Spanish I (3)

SPA 111. Beginning Spanish II (3)

SPA 220. Intermediate Spanish I (3)

SPA 221. Intermediate Spanish II (3)

A2. Required Lower Division Course (3):

SPA 280. Grammar for Spanish Composition (3)

The Modern Languages Department strongly recommends those students who need additional fluency in Spanish to travel to a Spanish-speaking country (under the guidance of an advisor) or to take SPA 230 Spanish Conversation (3) before they take SPA 280. All Spanish majors must take SPA 280 at CSUDH.

B. Upper Division Required Common Core Courses (21 units):

SPA 305. Advanced Composition, Syntax, and Stylistics (3)

SPA 306. Advanced Composition, Syntax, and Stylistics II (3)

SPA 311. The Structure of Spanish (3)

- SPA 330. Interpreting Hispanic Literature (3)
- SPA 340. Practical Spanish for Interpreters and Translators (3)
- SPA 350. Contemporary Hispanic Culture: Spain (3)
- SPA 351. Contemporary Hispanic Culture: Spanish-Speaking America (3)

Linguistics Option (39-51 units)

- A. Common Core Requirements (24-36 units)
- B. Upper Division Required Courses (15 units):
 - SPA 414. Spanish Phonology (3)
 - SPA 430. Spanish Morphology (3)
 - SPA 440. Spanish Syntax (3)
 - SPA 450. Introduction to the History of the Spanish Language (3)
 - SPA 490. Seminar in Special Topics: Literature and Linguistics (3)

Literature Option (39-51 units)

- A. Common Core Requirements (24-36 units)
- B. Upper Division Required Courses (15 units):
 - SPA 453. Literature of Spain (3)
 - SPA 454. Cervantes: Don Quijote (3)
 - SPA 456. Literature of Latin America (3)
 - SPA 461. Lecturas Mexicanas y Chicanas (3)
 - SPA 490. Seminar in Special Topics: Literature and Linguistics (3)

Recommended Additional Language

Those students who intend to pursue graduate work in Spanish literature or linguistics are also strongly encouraged to take a year of language other than English or Spanish. In addition to courses in Spanish, the Department of Modern Languages also currently offers courses in both French and Japanese.

Minor in Spanish Culture (15-27 units)

- A. Lower Division Courses (3-15 units):
 1. Prerequisite Courses (0-12 units):
 - SPA 110. Beginning Spanish I (3)
 - SPA 111. Beginning Spanish II (3)
 - SPA 220. Intermediate Spanish I (3)
 - SPA 221. Intermediate Spanish II (3)
 2. Required Course (3 units):
 - SPA 280. Grammar for Spanish Composition (3)

NOTE: Students take beginning and intermediate Spanish courses (SPA 110, SPA 111, SPA 220, and SPA 221) as needed- those who have completed two, three or four years of high-school Spanish or any community college Spanish will be placed in the appropriate semester of college Spanish in consultation with a departmental advisor. Students may get credit for some of these courses through the Advanced Placement Examination in either Language or Literature, and/or by challenging them (but never in descending order), and/or by transferring equivalent courses from other institutions.

The Modern Languages Department strongly recommends those students who need additional fluency in Spanish to travel to a Spanish-speaking country (under the guidance of an advisor) or to take SPA 230 Spanish Conversation (3) before they take SPA 280. All Spanish Literature minors must take SPA 280 at CSUDH.

B. Upper Division Required Courses (12 units):

SPA 305. Advanced Composition, Syntax and Stylistics I (3)

SPA 350. Contemporary Hispanic Culture: Spain (3)

SPA 351. Contemporary Hispanic Culture: Spanish-Speaking America (3)

SPA 353. Latin American Cinema (3)

Minor in Spanish Grammar and Writing (15-27 units)

A. Lower Division Courses (3-15 units):

1. Prerequisite Courses (0-12 units):

SPA 110. Beginning Spanish I (3)

SPA 111. Beginning Spanish II (3)

SPA 220. Intermediate Spanish I (3)

SPA 221. Intermediate Spanish II (3)

2. Required Course (3 units):

SPA 280. Grammar for Spanish Composition (3)

NOTE: Students take beginning and intermediate Spanish courses (SPA 110, SPA 111, SPA 220, and SPA 221) as needed- those who have completed two, three or four years of high-school Spanish or any community college Spanish will be placed in the appropriate semester of college Spanish in consultation with a departmental advisor. Students may get credit for some of these courses through the Advanced Placement Examination in either Language or Literature, and/or by challenging them (but never in descending order), and/or by transferring equivalent courses from other institutions.

The Modern Languages Department strongly recommends those students who need additional fluency in Spanish to travel to a Spanish-speaking country (under the guidance of an advisor) or to take SPA 230 Spanish Conversation (3) before they take SPA 280. All Spanish Linguistics minors must take SPA 280 at CSUDH.

B. Upper Division Required Courses (12 units):

SPA 305. Advanced Composition, Syntax and Stylistics I (3)

SPA 306. Advanced Composition, Syntax and Stylistics II (3)

SPA 311. The Structure of Spanish (3)

SPA 340. Practical Spanish for Interpreters and Translators (3)

Minor in Spanish Linguistics (12-30 units)

A. Prerequisite Courses (0-18 units):

1. Spanish Language Acquisition (0-12 units):

SPA 110. Beginning Spanish I (3)

SPA 111. Beginning Spanish II (3)

SPA 220. Intermediate Spanish I (3)

SPA 221. Intermediate Spanish II (3)

NOTE: Students take beginning and intermediate Spanish courses (SPA 110, SPA 111, SPA 220, and SPA 221) as needed- those who have completed two, three or four years of high-school Spanish or any community college Spanish will be placed in the appropriate semester of college

Spanish in consultation with a departmental advisor. Students may get credit for some of these courses through the Advanced Placement Examination in either Language or Literature, and/or by challenging them (but never in descending order), and/or by transferring equivalent courses from other institutions.

The Modern Languages Department strongly recommends those students who need additional fluency in Spanish to travel to a Spanish-speaking country (under the guidance of an advisor) or to take SPA 230 Spanish Conversation (3) before they take SPA 280. All Spanish Linguistics minors must take SPA 280 at CSUDH.

2. Spanish Grammar and Composition (0-6 units):

SPA 280. Grammar for Spanish Composition (3)

SPA 305. Advanced Composition, Syntax and Stylistics I (3)

B. Upper Division Required Courses (12 units):

SPA 311. The Structure of Spanish (3)

SPA 414. Spanish Phonology (3)

SPA 430. Spanish Morphology (3)

SPA 440. Spanish Syntax (3)

Note: Student who take SPA 311 but apply it towards their major must take the following course for the minor:

SPA 450. Introduction to the History of the Spanish Language (3)

Minor in Spanish Literature (12-30 units)

A. Prerequisite Courses (0-18 units):

1. Spanish Language Acquisition (0-12 units):

SPA 110. Beginning Spanish I (3)

SPA 111. Beginning Spanish II (3)

SPA 220. Intermediate Spanish I (3)

SPA 221. Intermediate Spanish II (3)

NOTE: Students take beginning and intermediate Spanish courses (SPA 110, SPA 111, SPA 220, and SPA 221) as needed- those who have completed two, three or four years of high-school Spanish or any community college Spanish will be placed in the appropriate semester of college Spanish in consultation with a departmental advisor. Students may get credit for some of these courses through the Advanced Placement Examination in either Language or Literature, and/or by challenging them (but never in descending order), and/or by transferring equivalent courses from other institutions.

The Modern Languages Department strongly recommends those students who need additional fluency in Spanish to travel to a Spanish-speaking country (under the guidance of an advisor) or to take SPA 230 Spanish Conversation (3) before they take SPA 280. All Spanish Literature minors must take SPA 280 at CSUDH.

2. Spanish Grammar and Composition (0-6 units):

SPA 280. Grammar for Spanish Composition (3)

SPA 305. Advanced Composition, Syntax and Stylistics I (3)

NOTE: These courses, which are also required for the Spanish major, are necessary for continuation to the Spanish literature courses in this minor.

B. Upper Division Required Courses (12 units):

SPA 330. Interpreting Hispanic Literature (3)*

SPA 453. The Literature of Spain (3)
SPA 456. Literature of Spanish America (3)
SPA 461. Lecturas Mexicanas y Chicanas (3)

*Note: Students who take SPA 330 but apply it towards their major must take the following course for the minor:

SPA 454. Cervantes: Don Quijote (3)

Spanish Option Under the B.A. in Liberal Studies (12-24 units)

(for major requirements, refer to the Liberal Studies section in this catalog)

A1. Lower Division Prerequisites (0-12 units):

SPA 110. Beginning Spanish I (3)

SPA 111. Beginning Spanish II (3)

SPA 220. Intermediate Spanish I (3)

SPA 221. Intermediate Spanish II (3)

Note: Students take beginning and intermediate Spanish courses (SPA 110, SPA 111, SPA 220, and SPA 221) as needed- those who have completed two, three or four years of high-school Spanish or any community college Spanish will be placed in the appropriate semester of college Spanish in consultation with a departmental advisor. Students may get credit for some of these courses through the Advanced Placement Examination in either Language or Literature, and/or by challenging them (but never in descending order), and/or by transferring equivalent courses from other institutions.

A2. Lower Division Required Course (3 units):

SPA 280. Grammar for Spanish Composition (3)

NOTE: Students must take SPA 280 at CSUDH.

B. Upper Division Required Courses (9 units):

SPA 341. Advanced Conversation (3)

SPA 351. Contemporary Hispanic Culture: Spanish-Speaking America (3)

SPA 435. A Sociolinguistic Approach to Mexican American Dialect (3)

NOTE: Students must take courses at CSUDH.

Bilingual Authorization Certificate

In the Credential Programs of the Division of Teacher Education in the College of Education

A. Upper Division Required Courses (9 units):

SPA 280. Grammar for Spanish Composition (3)

SPA 341. Advanced Conversation (3)

SPA 351. Contemporary Hispanic Culture: Spanish-Speaking America (3)

NOTE: Students must take these courses at CSUDH

Subject Matter Preparation Program in Spanish (51-66 units)

The Subject Matter Preparation Program in Spanish is designed for students interested in a career in teaching Spanish at the secondary school level. It satisfies the requirements set by the State Commission on Teacher Credentialing for demonstrating substantive preparation in the subject matter field of Spanish. Completion of an approved waiver program or passing The National Teachers Examination in the subject matter field fulfills one part of the requirements leading to

the Single Subject Teaching Credential in Spanish. While the waiver in Spanish is not an academic major, credits earned toward a major in Spanish can be used to meet most of the requirements of the waiver program. Students interested in pursuing a teaching career at the secondary level should meet regularly with the designated departmental waiver program advisor.

A. Lower Division Required Courses (3-15 units):

A1. Beginning and Intermediate Spanish (0-12 units):

SPA 110. Beginning Spanish I (3)

SPA 111. Beginning Spanish II (3)

SPA 220. Intermediate Spanish I (3)

SPA 221. Intermediate Spanish II (3)

A2. Required Lower Division Courses (3 units):

SPA 280. Grammar for Spanish Composition (3)

NOTE: All Single Subject Students must take SPA 280 at CSUDH.

B. Upper Division Required Common Core Courses (48-51 units):

SPA 306. Advanced Composition, Syntax, and Stylistics II (3)

SPA 311. The Structure of Spanish (3)

SPA 330. Interpreting Hispanic Literature (3)

SPA 340. Practical Spanish for Interpreters and Translators (3) or

SPA 341. Advanced Conversation (3)

SPA 350. Contemporary Hispanic Culture: Spain (3)

SPA 351. Contemporary Hispanic Culture: Spanish-Speaking America (3)

SPA 400. Teaching School Subject Matter in Spanish (3)

SPA 414. Spanish Phonology (3)

SPA 430. Spanish Morphology (3)

SPA 440. Spanish Syntax (3)

SPA 450. Introduction to the History of the Spanish Language (3)

SPA 453. Literature of Spain (3)

SPA 454. Cervantes: Don Quijote (3)

SPA 456. Literature of Latin America (3)

SPA 461. Lecturas Mexicanas y Chicanas (3)

SPA 490. Seminar in Special Topics: Literature and Linguistics (3)

UNV 300. Field Experience (Optional)

Introductory Spanish Subject Matter Authorization (33 units)

Holders of a Single Subject or Multiple Subject credential issued by the California Commission on Teacher Credentialing may secure an Introductory Spanish Subject Matter Authorization that allows the holder to teach the subject matter content typically included in curriculum guidelines and textbooks approved for study in grades 9 and below. This allows an employer to assign a teacher with an introductory Spanish authorization to teach a class in which the curriculum is for grades 9 and below but the students in the class may be in grades K-12.

For other requirements governing issuance of this authorization, consult the Teacher Education section of this catalog or contact the College of Education Student Services Center.

A. Lower Division (3 units)

SPA 221. Intermediate Spanish (3) or

SPA 280. Grammar for Spanish Composition (3)

B. Upper Division (15 units)

SPA 305. Advanced Composition, Syntax, and Stylistics, I (3)

SPA 341. Advanced Conversation (3)

Select three (3) courses from the following:

SPA 306. Advanced Composition, Syntax, and Stylistics, II (3)

SPA 311. The Structure of Spanish (3)

SPA 350. Contemporary Hispanic Culture: Spain (3)

SPA 351. Contemporary Hispanic Culture: Spanish-Speaking America (3)

C. Addition Coursework (15 units)

Select five (5) courses from the following:

SPA 330. Interpreting Hispanic Literature (3)

SPA 400. Teaching School Subject Matter in Spanish (3)

SPA 414. Spanish Phonology (3)

SPA 435. A Sociolinguistic Approach to Mexican-American Dialect (3)

SPA 453. The Literature of Spain (3)

SPA 456. Literature of Spanish America (3)

SPA 461. Lecturas Mexicanas y Mexico-Americanas (3)

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

Lower Division

SPA 110 Beginning Spanish I (3).

Prerequisite: Grade of "C" or better in SPA 100.

Basic instruction in Spanish. Training in speaking, listening, reading, and writing for students who have had no previous work in Spanish.

SPA 111 Beginning Spanish II (3).

Prerequisite: SPA 110 or equivalent.

A continuation of Spanish 110.

SPA 115 Intensive Beginning Spanish (6).

Prerequisite: Grade of "C" or better in SPA 100.

An accelerated course in beginning Spanish; emphasis on speaking and listening comprehension. Development of elementary reading and writing skills. Active participation and engagement. The equivalent of SPA 110 plus SPA 111.

SPA 151 Introduction to Hispanic Culture (3).

Introduction to Hispanic Culture. A designated geographical area studies course focusing on patterns of culture in the Spanish-speaking world. Topics will vary from semester to semester; for example, Mexico and the Southwestern U.S., or Contemporary Spain. Conducted in English.

SPA 220 Intermediate Spanish I (3).

Prerequisite: SPA 111 or equivalent.

A continuation of Spanish 111, with emphasis on oral communication skills.

SPA 221 Intermediate Spanish II (3).

Prerequisite: SPA 220 or equivalent.

A continuation of Spanish 220, with emphasis on reading and writing.

SPA 230 Spanish Conversation (3).

Intermediate-level Spanish conversation with special emphasis on increasing the oral proficiency of second-language learners of Spanish. Conversational functions practiced will include describing and identifying people, places, things, and events, requesting and providing information, and expressing opinions. Student will be exposed to various aspects of Spanish-speaking cultures.

SPA 280 Grammar for Spanish Composition (3).

Prerequisite: SPA 221 or equivalent

In this course, students advance their knowledge of Spanish grammar in the areas of orthography, accentuation, punctuation, parts of speech, verb morphology, sentences types, and they study essay types, with an emphasis on narration.

Upper Division

SPA 302 Business Spanish (3).

Prerequisite: Knowledge of Spanish.

The principal objective of this course is to prepare students to use Spanish for business. Topics for this course include: 1) informal vs. formal Spanish; 2) the communicative purpose: informative vs. persuasive presentation; 3) technology and business; 4) the language of finance; 6) legal language for business; and 7) ethical considerations and their reflection on language use.

SPA 305 Advanced Composition, Syntax and Stylistics I (3).

Prerequisite: SPA 280 or equivalent.

A reading, composition, and discussion course concerned with elements of style and syntax, with emphasis on expository and argumentative writing by the students.

SPA 306 Advanced Composition, Syntax and Stylistics II (3).

Prerequisite: SPA 280 or equivalent.

A reading, composition, and discussion course that focuses on expository writing and literary or linguistic analysis. Three hours of lecture per week.

SPA 311 The Structure of Spanish (3).

Prerequisite: SPA 280.

An analysis of the sounds, formations, and routines of the language, focusing on global characteristics of Spanish that English speakers need to acquire. Selected language acquisition problems of English speakers featured.

SPA 330 Interpreting Hispanic Literature (3).

Prerequisite: SPA 305.

Analysis and interpretation of representative Hispanic prose, poetry, and drama.

SPA 340 Practical Spanish for Interpreters and Translators (3).

Prerequisite: SPA 305 or equivalent.

Translation from Spanish to English and English to Spanish with practical application for journalistic, advertising, commercial, and governmental activities. Introduction to the art of consecutive translation.

SPA 341 Advanced Conversation (3).

Prerequisite: SPA 221 or equivalent.

Intensive conversation leading to fluency in the use of academic Spanish. The course aims to develop a comprehensive vocabulary which prepares the student for persuasive and oratory speeches, as well as for upper division linguistics and literature courses. Useful for public service and the bilingual/cross-cultural credential program.

SPA 350 Contemporary Hispanic Culture: Spain (3).

Prerequisite: SPA 221 or equivalent.

An area studies course focusing on patterns of culture in contemporary Spain.

SPA 351 Contemporary Hispanic Culture: Spanish-Speaking America (3).

Prerequisite: SPA 221 or equivalent.

A designated geographical area studies course focusing on patterns of culture in the Spanish-speaking world. Specific topics may vary from semester to semester. Norms, intergroup relations, institutions, language, and societal values of rural and urban people.

SPA 353 Latin American Cinema (3).

Required prerequisites: SPA 280 and SPA 305. Recommended: SPA 351.

This course is designed to introduce students to the cultures and societies of Latin America through the cinematic work of a number of Latin American film artists.

SPA 400 Teaching School Subject Matter in Spanish (3).

Prerequisite: Knowledge of Spanish or consent of instructor.

Vocabulary and materials used in elementary or secondary schools for teaching reading, writing, mathematics, science, and social studies in Spanish. Aspects and problems of language acquisition and linguistic transitions made by English speakers acquiring Spanish proficiency.

Required for credential candidates.

SPA 414 Spanish Phonology (3).

Prerequisite: SPA 311.

A beginning course in the segmental and suprasegmental phonetic systems: phonological pronunciation phenomena of standard and regional Spanish.

SPA 430 Spanish Morphology (3).

Prerequisite: SPA 311; SPA 305 is recommended.

In-depth introduction to selected topics of Morphology. Topics include inflection, derivation, and compounding, as well as the relation of morphology to phonology, syntax and the lexicon.

SPA 435 A Sociolinguistic Approach to Chicano/Latino Dialect (3).

Identification of characteristic linguistic difficulties of Spanish-speaking children correlated to social-cultural background. Contrastive analyses of the linguistic competencies and performances for these children learning English. Repeatable course.

SPA 440 Spanish Syntax (3).

Prerequisites: SPA 305, SPA 311. SPA 430 is recommended.

Study of the formation and structure of phrases, clauses, and sentences in Spanish, informed by the generative Syntax theoretical framework.

SPA 450 History of the Spanish Language (3).

Prerequisite: SPA 311

History of the development of the Spanish language from Vulgar Latin to the present.

SPA 453 The Literature of Spain (3).

Prerequisites: SPA 330.

Readings and analysis of Spanish literary works in all genres. Topic varies from semester to semester. Repeatable course.

SPA 454 Cervantes: Don Quijote (3).

Prerequisite: SPA 330 or equivalent.

Reading and analysis of the major work of Spanish literature.

SPA 456 Literature of Spanish America (3).

Prerequisites: SPA 330.

Readings and analysis of selected works of Spanish American literature. Course content may cover a single country or a literary movement or genre as represented in various Spanish American countries. Topic varies from semester to semester. Repeatable course.

SPA 461 Lecturas Mexicanas y Chicanas (3).

Prerequisites: SPA 330.

Reading and analysis of Mexican and Chicano literary works in all genres. Specific genre and country will vary from semester to semester. Three hours of lecture per week.

SPA 490 Seminar in Special Topics: Literature and Linguistics (3).

Prerequisite: SPA 305, SPA 306, SPA 311, SPA 330, SPA 340, SPA 350, SPA 351.

Intensive study of a single author, a literary movement, a literary genre, or a single literary work, or an issue/topic in linguistics. Repeatable with different topics for credit. Three hours of seminar per week.

SPA 494 Independent Study (3).

Prerequisites: "B" average in Spanish; consent of instructor and department chair.

Independent study of a literary or linguistic problem, an author, or a literary movement.

Repeatable course.

SPA 495 Special Topics in Spanish (3).

Prerequisites: Senior standing and consent of the instructor.

Intensive study of a topic in Spanish literature, linguistics or culture. May be repeated with a different topic for up to six units.

Graduate

Graduate standing or consent of the graduate program coordinator is prerequisite to enrollment in graduate (500 level) courses.

SPA 594 Independent Study (1-3).

Prerequisites: Consent of department chair and faculty advisor.

In consultation with a faculty member, the student will investigate, in detail, current scholarship in selected area(s) or will undertake a project involving original research or creative study.

Repeatable course.

SPA 595 Special Topics in Spanish (3).

Prerequisites: Two upper division courses in Spanish Literature, two upper division courses in Spanish Linguistics, or consent of the instructor.

Intensive study of a topic of current interest to the disciplines of Spanish Literature and Spanish Linguistics. Topic and content will vary each term. New topics will be offered each term. Course may be repeated with different topic.

SPA 597 Directed Reading (1-3).

Prerequisites: Consent of department chair and faculty advisor.

Extensive reading in selected areas under the guidance of a faculty member. Repeatable course.

SPECIAL EDUCATION
College of Education
Division of Teacher Education

Master of Arts - Special Education

Education Specialist Instruction Credentials

Preliminary Credentials in Special Education

Early Childhood Special Education

Mild/Moderate Disabilities

Moderate/Severe Disabilities

Clear Education Specialist Credential

Authorization/Certificate

Assistive Technology Specialist Certificate

Early Childhood Special Education Added Authorization

Faculty

Ann Selmi, Chair

Kelli Beard, Kate Esposito, Saili Kulkarni, Caron Mellblom-Nishioka, Ann Selmi

Department Office: COE 1401, (310) 243-3496

Emeriti Faculty

Carrie Ann Blackaller, Judith Jackson, Karl Skindrud

Special Education Program Description

The Special Education Program is designed to offer candidates both core and advanced specialization training in the delivery of special education services from infancy to adulthood. The program meets the needs of college graduates who wish to pursue careers in special education. Candidates can obtain the following: Master of Arts degree in Special Education, Education Specialist Instruction Preliminary Credentials (Mild/Moderate Disabilities, Moderate/Severe Disabilities, and Early Childhood Special Education), Education Specialist Instruction Clear Credential, Early Childhood Special Education Added Authorization, and Assistive Technology Certificate. Credential, authorization, and certificate coursework combines theory, methods, and field experiences that enrich candidates teaching practices. Master degree level courses combine theory, field assignments, and a culminating experience that enhances candidates' professional expertise.

The following information is described in detailed on the California Commission on Teacher Credentialing (CCTC) website at <http://www.ctc.ca.gov/credentials/CREDS/special-ed.html>: The Education Specialist Instruction Credential authorizes the holder to conduct Educational Assessments related to candidate's access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support to individuals in the area of specialization listed on the credential in the following settings:

- Resource rooms or services
- State hospitals
- Special education settings
- General education settings

- Special schools
- Development centers
- Correctional facilities
- Non-public, non-sectarian schools and agencies
- Home/hospital settings
- Alternative and non-traditional instructional

The Education Specialist Instruction Credentials require specific course work to meet competencies established by the California Commission on Teacher Credentialing (CCTC). CSUDH Special Education programs are accredited by CCTC and the Council for the Accreditation of Educator Preparation (AEP). The requirements of the Individuals with Disabilities Education Act (IDEA), No Child Left Behind (NCLB) Act of 2001, California Curriculum Framework and Standards, and California Reading Initiative also serve as underpinnings for instruction, field supervision, and evaluation.

Master of Arts in Special Education

The MA program prepares candidates to assume advanced roles in the field of Special Education. Current research and best practices in the field of Special Education underpin the curriculum. The program consists of a core of advanced coursework, electives, and a culminating experience (thesis or comprehensive exam) that support advance study in the field of Special Education. There are 30 units of coursework with a minimum of 21 semester units completed in residence. Candidates who apply to both the Master of Arts Degree and the Clear credential must adhere to the requirements for both programs (e.g., GPA and course grade requirements).

Preliminary Credentials

The program offers the following Education Specialist Instruction Credentials:

- Mild/Moderate Disabilities (M/M), includes autism spectrum disorders, specific learning disabilities; mild to moderate intellectual/developmental disabilities; other health impairments; serious emotional disturbance; and authorizes service in grades K-12 and classes organized primarily for adults through age 22.
- Moderate/Severe Disabilities (M/S), includes autism spectrum disorders; deaf-blindness; moderate to severe intellectual/development disabilities; traumatic brain injury; multiple disabilities; serious emotional disturbance; and authorizes service in grades K-12 and classes organized primarily for adults through age 22.
- Early Childhood Special Education (ECSE), includes the mild/moderate and moderate/severe disabilities listed above and traumatic brain injury; and authorizes service to infants, toddlers, and young children from birth to age 5 with stated disabilities and their families.

Candidates can obtain these credentials via two options: Intern and Student Teaching. Both options, designed to be completed in two years, consist of pre-service, general and special education coursework, field experience, and a culminating Program Portfolio.

The Student Teaching Option is a traditional credential pathway that allows student teachers to teach in public school P-12 classrooms under the guidance of a Master Teacher while completing university coursework. The program has formal agreements with school districts.

The Intern Option is an alternative credential pathway that allows candidates to work in P-12 schools as teachers-of-record while they complete university coursework necessary to become fully credentialed teachers. The Special Education program has formal agreements with school districts, non-public school (NPS), or charter schools where interns are employed.

Clear Credential

The Commission has a two-tier special education teaching credential structure. A five-year Preliminary Education Specialist Instruction Credential is the first document issued after an individual has met basic credential requirements. The Clear credential is issued once all credential requirements have been completed. The Clear credential program is based on completion of a CCTC approved Special Education Induction Program that focuses on the teacher's needs to expand and deepen knowledge, skills and abilities targeted to the teacher's employment and career goals in their development as a special education teacher. An individual with special education preliminary teaching credentials may complete the Clear credential requirements through the development of an Individual Induction Plan (IIP). The IIP includes appropriate professional development and/or coursework designed to expand and apply the candidate's skills and knowledge based on the California Standards for the Teaching Profession. The IIP identifies the coursework, experiences, and/or tasks that must be completed and assessed while guiding the activities to support growth and improvement of professional practice.

Admission Requirements

Below are the requirements for entry into the Special Education programs. General program admission requirements common to all programs are listed below followed by additional program specific requirements. Candidates may apply to the Preliminary or Clear credential, the MA, or the MA and Clear credential; candidates may not apply to the MA or Clear credential unless they hold a Preliminary credential. Candidates who choose to apply to the Clear credential and MA are advised to do so simultaneously. In addition to the admission requirements listed below, candidates are advised to follow the detailed requirements on the Special Education program application.

General Program Admission Requirements

1. Admission to the university;
2. Application (with resume) to specific credential and/or MA degree program;
3. A bachelor's degree from an accredited college or university; official transcripts of all college course history including degree posted;
4. Acceptable grade point average (GPA): Preliminary credential programs require a 2.75 GPA in the last 60 semester units of upper division and the Clear credential and MA degree require a 3.0 GPA in the last 60 semester units of upper division and post baccalaureate work;
5. Three professional references from supervisory individuals acquainted with the applicant's professional work with children or adolescents and his/her ability to complete successfully a graduate level program;
6. Evidence of attendance at a special education orientation session before or during the first semester of classes;
7. Satisfactory evaluation of file materials.

Master of Arts in Special Education Admission Requirements

In addition to the General Program Admission Requirements the following MA requirements must be met:

1. Valid initial and/or advanced Special Education credential (e.g., California Level I/II, Preliminary/Clear, LH, SH, or Life Special Education Teaching Credential; out of state candidates must have equivalent credentials);
2. Candidates who are applying to both the MA and Clear credential must do so simultaneously;
3. Successful admission to the university with the following conditions:

1. Candidates who satisfy all the requirements for university and program admission will be admitted fully with Classified Standing;
2. Candidates accepted with Conditional Standing will have one semester to meet the conditions for Classified Standing;
4. Completion of the Graduate Writing Assessment Requirement (GWAR) before or during the first semester of classes. Candidates who do not obtain a GWE test score of 8 or higher must enroll in ENG 350 or an equivalent approved course during their second semester.

Preliminary Credentials Admission Requirements

In addition to the general program admission requirements the following requirements are common for all Preliminary credential candidates (Intern and Student Teaching Options):

1. A passing score on the California Basic Educational Skills Test (CBEST);
2. Demonstration of Subject Matter Competency for M/M and M/S only (NOTE: not a requirement for the ECSE credential) - see application for additional subject matter details;
3. Evidence of passing U.S. Constitution requirement by course/test with minimum grade of C;
4. Certificate of Clearance;
5. Tuberculosis test and vaccinations verifications;
6. Verification of 45 hours of Early Field Experience NOTE: Early Childhood Special Education candidates' Early Field Experience must be in general education Pre K (public and/or nonpublic).

In addition to the general program admission requirements the following are specific for the Intern Option only:

1. Verification of full time employment in an appropriate teaching position in a public school district, non-public school (NPS), or charter school with CSUDH Memorandum of Understanding (Intern Agreement);
2. Successful completion of the two pre-service courses (SPE 480 - Educating Exceptional Children and Youth and SPE 481- Educating Diverse Learners with Exceptionalities) with a grade of "B-" or better is required for advancement to Intern status. Candidates who hold a Preliminary or Level I credential in another specialization or General Education may take the Pre-services classes in the first semester of their Internship;
3. Proof of advisement from the Intern Coordinator prior to applying for the Intern Credential;
4. Submission of Intern Credential Application at the Student Services Center AND obtaining verification of the Intern Credential issued by CCTC.

Clear Credential Admission Requirements

In addition to the general program admission requirements the following are specific for the Clear credential:

1. Valid initial Special Education credential (e.g., California Level I or Preliminary; out of state candidates must have equivalent credentials);
2. Certificate of Clearance;
3. Tuberculosis test and vaccinations verifications.

Program Requirements

All programs require candidates to adhere to specific requirements throughout the length of the program. Foremost, candidates must adhere to all ethical and professional standards required by

the university, professional organizations, and/or accrediting affiliations associated with the degree and credential. Candidates must, at all times, demonstrate high quality interpersonal skills with faculty, staff, fellow candidates, and others. If candidates fail to meet this requirement, they are subject to disqualification from the program. The following are the requirements for the MA degree and credential programs.

Master of Arts in Special Education Program Requirements

1. A minimum GPA of "B" in all coursework. Candidates must maintain a "B" average in all coursework. No course grade lower than a "C" may be used toward the MA. However, candidates who are simultaneously in the Clear and MA, no course grade lower than a "B-" may be used toward the Clear credential.
2. Continuous Enrollment. Candidates are required to maintain enrollment throughout their MA program. Candidates who have completed the maximum number of required units but have not completed their culminating activity (e.g., thesis or comprehensive examination) must enroll in SPE 600 every semester. In order to enroll in SPE 600, candidates must submit an application form (available online) prior to enrollment (see University Policy on Continuous Attendance Requirement).
3. Transfer Credit. A maximum of 9 units of coursework from an accredited college or university; coursework must be no older than seven (7) years from the date of MA degree completion.
4. Time Limit on Coursework. Candidates must complete all of the requirements for the degree or credential within seven (7) years. This time limit commences with the semester of the earliest course used on the candidate's program of study. Outdated course work must be repeated and validated (see University Policy on Outdated Course work).
5. Capstone Requirement for the Master's Degree. Candidates must complete a comprehensive examination, project or thesis and are required to make this decision when applying for classified standing. Candidates may retake the comprehensive examination one time provided the retake is within the 7-year limit. The thesis is not an option for someone who selected the exam option, but was unable to pass.
6. Candidates completing a thesis must enroll in SPE 599 for a minimum of two semesters. To satisfy the continuous enrollment policy, students are expected to enroll in SPE 600 unless they are enrolled in other courses.

Preliminary and Clear Credentials Program Requirements

1. A minimum GPA. Candidates must maintain an overall "B" average in all Special Education coursework. No course grade lower than a "B-" may be used toward any credential. NOTE: TED courses in the Preliminary credential may have a grade of WC."
2. Field Experience. Candidates must have access to classrooms to complete field experience course work.
3. Transfer Credit. A maximum of 9 units of coursework from an accredited college or university; coursework must be no older than seven (7) years from the date of credential completion.
4. Time Limit on Coursework. Candidates must complete all of the requirements for the degree or credential within seven (7) years. This time limit commences with the semester of the earliest course used on the candidate's program of study. Outdated course work must be repeated and validated (see University Policy on Outdated Course work).

Course of Study

Master of Arts Degree Course of Study (30 units)

A. Required Courses (21 units):

- GED 500. Research Methods in Education (3)
- SPE 580. Advanced Assessment, Pedagogy and Instruction for Students with Disabilities (3)
- SPE 581. Collaborative Planning, Implementing and Evaluating Educational Programs for Students with Disabilities (3)
- SPE 582. Current Trends and Issues in Special Education (3)
- SPE 583. Education Law and Policy: Serving Students with Disabilities (3)
- SPE 584. Research I: Evidence Based Design and Inquiry (3)
- SPE 585. Research II: Evidenced Based Inquiry and Practice (3)

B. Elective Courses (9 units):

Candidates should select Electives from their Preliminary credential category as follows:

Mild/Moderate

- SPE 505. Collaborating to Develop Self-Determined Learners (3)
- SPE 558. Managing Learning Environments in Special and General Education (3)
- SPE 567. Assessment of Students with Mild/Moderate Disabilities (3)
- SPE 568. Instructional Strategies for Students with Mild/Moderate Disabilities (3)

Moderate/Severe

- SPE 505. Collaborating to Develop Self-Determined Learners (3)
- SPE 553. Assessment in Early Childhood Special Education and Moderate-Severe Disabilities (3)
- SPE 558. Managing Learning Environments in Special and General Education (3)
- SPE 565. Instructional Planning and Curriculum Development for Individuals with Moderate/Severe Disabilities (3)

Early Childhood Special Education

- SPE 552. Communicative and Collaborative Partnerships with Families and Professionals (3)
 - SPE 553. Assessment in Early Childhood Special Education and Moderate-Severe Disabilities (3)
 - SPE 554. Curriculum and Instruction in Early Childhood Special Education (3)
 - SPE 558. Managing Learning Environments in Special and General Education (3)
- Preliminary Education Specialist Credentials Course of Study

Early Childhood Special Education Credential: Student Teaching Option (42 units)

A. Required Courses (32 units):

- SPE 480. Educating Exceptional Children and Youth (3)
- SPE 481. Educating Diverse Learners with Exceptionalities (3)
- SPE 549. Seminar in Infants and Toddlers in Early Childhood Special Education (2)
- SPE 551. Biomedical Information and Technological Intervention with Children with Disabilities (3)
- SPE 552. Communicative and Collaborative Partnerships with Families and Professional (3)
- SPE 553. Assessment Early Childhood Special Education and with Moderate-Severe Disabilities (3)
- SPE 554. Curriculum and Instruction in Early Childhood Special Education (3)
- SPE 558. Managing Learning Environments in Special and General Education (3)
- SPE 560. Language Disorders and Communication (3)

SPE 561. Typical and Atypical Developmental and Assessment Issues in Special and General Education (3)

TED 403. Reading/Language Arts I: K-3 in Elementary Schools (3)

B. Field Experience Requirements (10 units):

The following courses require candidates to submit an application in the semester prior to enrolling in the course:

SPE 550. Field Work in Infants and Toddlers in Early Childhood Special Education (1)

SPE 575. Student Teaching in Early Childhood Special Education (9)

Early Childhood Special Education Credential: Intern Option (47 units)

A. Required Courses (40 units):

SPE 480. Educating Exceptional Children and Youth (3)

SPE 481. Educating Diverse Learners with Exceptionalities (3)

SPE 523. Special Education Intern Initial Field Experience/Seminar (3)

SPE 525. Special Education Intern Advanced Field Experience/Seminar (3)

SPE 526. Special Education Intern Continuing Field Experience/Seminar (2)

SPE 549. Seminar: Infants and Toddlers in ECSE (2)

SPE 551. Biomedical Information and Technological Intervention with Children with Disabilities (3)

SPE 552. Communicative and Collaborative Partnerships with Families and Professionals (3)

SPE 553. Assessment in Early Childhood Special Education and Moderate-Severe Disabilities (3)

SPE 554. Curriculum and Instruction in Early Childhood Special Education (3)

SPE 558. Managing Learning Environments in Special and General Education (3)

SPE 560. Language Disorders and Communication (3)

SPE 561. Typical and Atypical Developmental and Assessment Issues in Special and General Education (3)

TED 403. Reading/Language Arts I: K-3 in Elementary Schools (3)

B. Field Experience Requirements (7 units):

The following courses require candidates to submit an application in the semester prior to enrolling in the course:

SPE 550. Field Work in Infants and Toddlers in Early Childhood Special Education (1)

SPE 555. Practicum: Directed Teaching of Students in ECSE (6)

Mild/Moderate Disabilities Credential: Student Teaching Option (42 units)

A. Required Courses (30 units):

SPE 480. Educating Exceptional Children and Youth (3)

SPE 481. Educating Diverse Learners with Exceptionalities (3)

SPE 503. Reading and Language Arts Instruction for K-12 Students with Disabilities (3)*

SPE 504. Reading and Language Arts Instruction for 9-12 Students with Disabilities (1)**

SPE 505. Collaborating to Develop Self-Determined Learners (3)

SPE 558. Managing Learning Environments in Special and General Education (3)

SPE 560. Language Disorders and Communication (3)

SPE 561. Typical and Atypical Developmental and Assessment Issues in Special and General Education (3)

SPE 567. Assessment of Students with Mild/Moderate Disabilities (3)

SPE 568. Instructional Strategies for Students with Mild/Moderate Disabilities (3)

TED 410. Methods for Teaching Mathematics (3)

*SPE 503 is for teachers with a Single Subject or no general education credential.

**SPE 504 is for teachers with a Multiple Subject credential.

B. Field Experience Requirements (12 units):

The following courses require candidates to submit an application in the semester prior to enrolling in the course:

SPE 556. Field Experience in General and Special Education, Student Teaching Option (3)

SPE 579. Student Teaching of Individuals with Mild/Moderate Disabilities (9)

Mild/Moderate Disabilities Credential: Intern Option (44 units)

A. Required Courses (38 units):

SPE 480. Educating Exceptional Children and Youth (3)

SPE 481. Educating Diverse Learners with Exceptionalities (3)

SPE 503 Reading and Language Arts Instruction for K-12 Students with Disabilities (3)*

SPE 504. Reading and Language Arts Instruction for 9-12 Students with Disabilities (1)**

SPE 505. Collaborating to Develop Self-Determined Learners (3)

SPE 523. Special Education Intern Initial Field Experience/Seminar (3)

SPE 525. Special Education Intern Advanced Field Experience/Seminar (3)

SPE 526. Special Education Intern Continuing Field Experience/Seminar (2)

SPE 558. Managing Learning Environments in Special and General Education (3)

SPE 560. Language Disorders and Communication (3)

SPE 561. Typical and Atypical Developmental, and Assessment Issues in Special and General Education (3)

SPE 567. Assessment of Students with Mild/Moderate Disabilities (3)

SPE 568. Instructional Strategies for Students with Mild/Moderate Disabilities (3)

TED 410. Methods for Teaching Mathematics (3)

*SPE 503 is for teachers with a Single Subject or no general education credential.

**SPE 504 is for teachers with a Multiple Subject credential.

B. Field Experience Requirements (6 units):

The following course requires candidates to submit an application in the semester prior to enrolling in the course:

SPE 569. Directed Teaching of Students with Mild/Moderate Disabilities (6)

Moderate/Severe Disabilities Credential: Student Teaching Option (48 units)

A. Required Courses (36 units):

SPE 480. Educating Exceptional Children and Youth (3)

SPE 481. Educating Diverse Learners with Exceptionalities (3)

SPE 505. Collaborating to Develop Self-Determined Learners (3)

SPE 551. Biomedical Information and Technological Intervention with Children with Disabilities (3)

SPE 552. Communicative and Collaborative Partnerships with Families and Professionals (3)
SPE 553. Assessment in Early Childhood Special Education and Moderate-Severe Disabilities (3)
SPE 558. Managing Learning Environments in Special and General Education (3)
SPE 560. Language Disorders and Communication (3)
SPE 561. Typical and Atypical Developmental and Assessment Issues in Special and General Education (3)
SPE 565. Instructional Planning and Curriculum Development for Individuals with Moderate/Severe Disabilities (3)
TED 403. Reading/Language Arts I: K-3 in Elementary Schools (3)
TED 410. Methods for Teaching Mathematics (3)

B. Field Experience Requirements (12 units):

The following courses require candidates to submit an application in the semester prior to enrolling in the course:

SPE 556. Field Experience in General and Special Education, Student Teaching Option (3)
SPE 576. Student Teaching of Individuals with Moderate/Severe Disabilities (9)

Moderate/Severe Disabilities Credential: Intern Option (50 units)

A. Required Courses (44 units):

SPE 480. Educating Exceptional Children and Youth (3)
SPE 481. Educating Diverse Learners with Exceptionalities (3)
SPE 505. Collaborating to Develop Self-Determined Learners (3)
SPE 523. Special Education Intern Initial Field Experience/Seminar (3)
SPE 525. Special Education Intern Advanced Field Experience/Seminar (3)
SPE 526. Special Education Intern Continuing Field Experience/Seminar (2)
SPE 551. Biomedical Information and Technological Intervention with Children with Disabilities (3)
SPE 552. Communicative and Collaborative Partnerships with Families and Professionals (3)
SPE 553. Assessment in Early Childhood Special Education and Moderate-Severe Disabilities (3)
SPE 558. Managing Learning Environments in Special and General Education (3)
SPE 560. Language Disorders and Communication (3)
SPE 561. Typical and Atypical Developmental and Assessment Issues in Special and General Education (3)
SPE 565. Instructional Planning and Curriculum Development for Individuals with Moderate/Severe Disabilities (3)
TED 403. Reading/Language Arts I: K-3 in Elementary Schools (3)
TED 410. Methods for Teaching Mathematics (3)

B. Field Experience Requirements (6 units):

The following course requires candidates to submit an application in the semester prior to enrolling in the course:

SPE 566. Directed Teaching of Individuals with Moderate/Severe Disabilities (6)

Clear Education Specialist Credentials Course of Study (12 units)

SPE 570. Individual Induction Plan Development (3)

- SPE 571. Individual Induction Plan Development (3)
SPE 580. Advanced Assessment, Pedagogy and Instruction for Students with Disabilities (3)
SPE 581. Collaborative Planning, Implementing and Evaluating Educational Programs for Students with Disabilities (3)

Early Childhood Special Education Authorization (21 or 24 units)

The Early Childhood Special Education Added Authorization (ECSE AA) is designed for credentialed Special Education teachers who are interested in teaching young children (birth to pre-kindergarten) with special needs. The ECSE AA allows the credential holder to conduct educational assessments and evaluate progress toward meeting the instructional goals of these children who are eligible for special education services across a continuum of service options.

Admission Requirements

1. Possession of a valid Level I, Preliminary, Level II, Clear, or Life Special Education Teaching Credential.
2. A 2.75 grade point average in the last 60 semester units of college work.
3. Three professional references from supervisory individuals acquainted with the applicant's work with children.

Required Courses

- SPE 549. Field Experience Seminar: Infant, Toddler, and Preschool Interventions (2)
SPE 550. Field Experience: Infant, Toddler, and Preschool Interventions (1)
SPE 551. Biomedical Information and Technological Intervention with Children with Disabilities (3)
SPE 552. Communicative and Collaborative Partnerships with Families and Professionals (3)
SPE 553. Assessment in Early Childhood Special Education and Moderate-Severe Disabilities (3)
SPE 554. Curriculum and Instruction in Early Childhood Special Education (3)
SPE 555 Directed Teaching in Early Childhood Special Education (6) or course for candidates who are teachers-of-record in an ECSE assignment.
SPE 575. Student Teaching in Early Childhood Special Education (9)

Assistive Technology Specialist Certificate (15 units)

The Assistive Technology Specialist Certificate program consists of five courses for a total of 15 units. Completion of the certificate will provide Special Education personnel with the skills necessary to perform functional evaluations, determine appropriate hardware/software adaptations, and locate assistive technology resources for disabled students.

Required Courses

- SPE 530. Introduction to Assistive Technology (3)
SPE 531. Basic Assistive Technology (3)
SPE 532. Advanced Assistive Technology (3)
SPE 533. Administration of Assistive Technology Services (3)
SPE 537. Capstone Course in Assistive Technology (3)

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

Upper Division

SPE 460 Introduction to Special Education (3).

Review of the field of exceptionality, including behavioral and learning characteristics of pupils with disabilities. Examination of developmental and program needs. Presentation of eligibility criteria, legal rights, legislation, and exemplary school programs for diverse learners with disabilities.

SPE 480 Educating Exceptional Children and Youth (3).

Review of the field of exceptionality, including behavioral and learning characteristic of students with mild, moderate and severe disabilities. Examination of developmental and program needs. Presentation of eligibility criteria, legal rights, legislation, and best practices for students with exceptionalities.

SPE 481 Educating Diverse Learners with Exceptionalities (3).

Designed to understand the relationship between cultural, home, and school influences and the effects these influences have on classroom teaching and learning and the utilization of appropriate materials and methods for students who are exceptional, culturally, ethnically and/or linguistically diverse.

SPE 495 Special Topics in Special Education (1-3).

Selected topics in special education. Repeatable course up to six units.

Graduate

Graduate standing or consent of the graduate program coordinator is prerequisite to enrollment in graduate (500 level) courses.

SPE 503 Reading and Language Arts Instruction for K-12 Students with Disabilities (3).

Prerequisite: SPE 480 and SPE 481.

An overview of principles of reading instruction and elements of the K-12 language arts program including literature-based reading, the role of phonics, emergent literacy and diagnosis and remediation of reading and writing difficulties.

SPE 504 Reading and Language Arts Instruction for 9-12 Students with Disabilities (1).

Prerequisite: SPE 480 and SPE 481.

This course prepares teacher candidates in the Education Specialist Mild/Moderate Program to develop and implement a comprehensive, integrated, interactive perspective to teaching reading/language arts in grades 9-12 classrooms. Candidates will develop skills needed to analyze and solve curriculum, instruction, assessment and management problems related to reading and language arts across the content areas.

SPE 505 Collaborating to Develop Self Determined Learners (3).

Prerequisite: SPE 480 and SPE 481.

This course is designed to develop expertise in working with stakeholders in the education of children and youth with special needs as they transition to different levels of education and into adulthood.

SPE 523 Special Education Intern Initial Field Experience/Seminar (3).

Prerequisite: SPE 480 and SPE 481.

Observation and evaluation of intern candidates' initial teaching competencies by university and school site supervisors. Candidates attend seminars bi-monthly. Fieldwork and seminars.

Credit/no credit grading.

SPE 525 Special Education Intern Advanced Field Experience/Seminar (3).

Prerequisite: SPE 523.

Observation and evaluation of intern candidates' advanced teaching competencies by university and school site supervisors. Candidates attend seminars bi-monthly. Fieldwork and seminars. Credit/no credit grading.

SPE 526 Special Education Intern Continuing Field Experience/Seminar (2).

Prerequisite: SPE 523 and 525.

A repeatable course designed to review the teaching competencies of special education interns. University supervisor continues observation and evaluation of candidates' progress toward professional certification. Fieldwork and seminars. Credit/no credit grading.

SPE 527 Resource Specialist I: Program Planning (3).

Prerequisite: Clear Special Education Credential.

Surveys current special education laws and practices regulating appropriate identification, assessment, program planning, placement, parent appeal, and coordination of services for the education of the mildly handicapped in public and private schools.

SPE 530 Introduction to Assistive Technology (3).

Reviews the use of Assistive Technology as it relates to education, communication, vocation, recreation, and mobility for individuals with disabilities. Explore types of assistive technologies, functional assessments, resources, and district responsibilities.

SPE 531 Basic Assistive Technology (3).

Provides information regarding design and development of basic assistive technologies, compares human and system performance, and details the development of system interfaces and switches.

SPE 532 Advanced Assistive Technology (3).

Prerequisites: SPE 530 and SPE 531.

Teaches students to use and adapt a variety of assistive technology devices and software and apply these technologies in a wide range of integrated educational settings.

SPE 533 Administration of Assistive Technology Services (3).

Prerequisites: SPE 530 and SPE 531.

Provides students with information on a variety of administrative issues, including the role of the Transdisciplinary Team, identification of funding and other resources, specialized computer adaptations, legal and ethical issues, and effective evaluation.

SPE 537 Capstone Course in Assistive Technology (3).

Prerequisites: SPE 532 and SPE 533.

Students will apply assistive technology skills by performing functional assessments, developing technology goals/objectives, and selecting appropriate assistive technology services for the disabled.

SPE 549 Seminar in Infants and Toddlers in Early Childhood Special Education (2).

Prerequisite: SPE 480 and SPE 481. Co-requisite: SPE 550

Seminar on information and experiences in working with children from birth–3 years who have mild, moderate, or severe disabilities. Emphasis on learning how to address the needs of children and their families in a culturally sensitive family-centered professional manner.

SPE 550 Fieldwork in Infants and Toddlers in Early Childhood Special Education (1).

Prerequisite: SPE 480 and SPE 481. Co-requisite: SPE 549.

Supervised 40-hour practicum provides experiences working with children from birth–3 years who have mild, moderate, or severe disabilities. Emphasis on learning how to address the needs of children and their families in a culturally sensitive family-centered professional manner.

SPE 551 Biomedical Information and Technological Interventions with Children with Disabilities (3).

Prerequisite: SPE 480 and SPE 481.

Review of physical disabilities, presentation, etiology, behavioral/psychosocial sequelae, and impact on development. Medical care required for monitoring and ongoing management, technological procedures, and accommodations to facilitate full inclusion of medically fragile children in school and community settings. Field experience included.

SPE 552 Communicative and Collaborative Partnerships with Families and Professional (3).

Prerequisite: SPE 480.

Overview of the family systems model for understanding families from diverse cultures with specific focus on the effects of disability on family functions and relationships. Use of effective communicate and collaborate with individuals with disabilities, their families and other stakeholders to establish and work in partnerships.

SPE 553 Assessment in Early Childhood Special Education and Moderate-Severe Disabilities (3).

Prerequisites: SPE 480 and SPE 481.

Assessment and evaluation procedures for young children (birth to 5 years) with developmental disabilities or delays, and students with moderate-severe disabilities including formal and informal assessments and strategies to determine needs and strengths while incorporating family concerns and priorities.

SPE 554 Curriculum and Instruction in Early Childhood Special Education (3).

Prerequisites: SPE 480 and 481.

Current issues and best practices research in designing curriculum for children (birth to 5 years) with disabilities or who are at risk. Instructional intervention procedures and educational settings appropriate to the learner's developmental and functional needs.

SPE 555 Practicum Directed Teaching in Early Childhood Special Education (6).

Prerequisite: Student must be in the last semester of credential program.

Supervised experience working with young children with special needs (birth – 5 years) with mild, moderate and severe disabilities in early intervention and educational settings. Integrates learned theoretical models with everyday situations in planning, implementing and evaluating intervention strategies. Seminar and fieldwork required. Credit/no credit grading.

SPE 556 Field Experiences in General and Special Education, Student Teaching Option (3).

Prerequisite: SPE 460 or 480, SPE 481 or 545, SPE 558, SPE 561, TED 403 or SPE 503.

Supervised observation and participation in general and special education settings (50 hours in each setting). General education focuses on classroom interactions and teaching responsibilities with students in pre-K-high school. Special Education focuses on classroom interactions and teaching responsibilities with students of mild/moderate/severe disabilities in infant through adult population. Fieldwork and seminar. Credit/no credit grading.

SPE 558 Managing Learning Environments in Special and General Education (3).

Prerequisite: SPE 480.

Survey and practice of research-based techniques for managing and motivating the behavior of students at-risk, or with mild, moderate or severe disabilities in special or general education settings. Examination of current laws, regulations and practices regarding behavior management in special education. Field projects included.

SPE 560 Language Disorders and Communication (3).

Prerequisite: SPE 480.

Basic concepts of language structure, normal and disordered speech and language development; relevant diagnostic-prescriptive methods for the classroom teacher; and the use of specialized services. Additionally, theoretical perspective; cultural difference and the relationship between language disorders and academic learning.

SPE 561 Typical and Atypical Developmental and Assessment Issues in Special and General Education (3).

Prerequisite: SPE 480 and SPE 481.

Overview of development of children with and without disabilities including: physical growth/development, cognitive, motor, social/emotional development, cultural and genetic contributors to atypical outcomes. Integrates theory and research into effective practice for working with children who manifest a range of disabilities.

SPE 565 Instructional Planning and Curriculum Development for Individuals with Moderate/Severe Disabilities (3).

Prerequisite: SPE 480 and SPE 481.

Review of current issues and research on effective teaching practices for students with moderate/severe disabilities. Practice in developing and delivering curricula appropriate to the student's development and functional needs. Generalization of effective teaching techniques to a variety of skill areas and environments. Field projects.

SPE 566 Directed Teaching of Individuals with Moderate/Severe Disabilities (6).

Prerequisites: Student must be in the last semester of credential program.

Supervised teaching in an approved public school program for individuals with moderate to severe disabilities. Focuses on the management of curriculum, behavior, and instruction and on professional partnerships in school and community settings. Fieldwork and seminars. Credit/no credit grading.

SPE 567 Assessment of Students with Mild/Moderate Disabilities (3).

Prerequisite: SPE 480 and SPE 481.

Acquisition of knowledge and skill in using formal and informal assessment and evaluation procedures for individuals with mild/moderate disabilities, including K-12 students with autism. Assessment information used to develop appropriate individual educational plans and curriculum management systems. Field projects required.

SPE 568 Instructional Strategies for Individuals with Mild/Moderate Disabilities (3).

Prerequisite: For Special Education Candidates: SPE 480 and SPE 481.

Review of issues and research regarding teaching practices effective for students with mild/moderate disabilities. Supervised practice in small group instructional strategies. Generalization of effective teaching techniques to a variety of curricula and content areas appropriate to students with learning difficulties.

SPE 569 Directed Teaching of Individuals with Mild/Moderate Disabilities (6).

Prerequisites: Student must be in the last semester of credential program.

Supervised teaching in an approved public school education program for students with mild/moderate disabilities. Focuses on the management of curriculum, behavior, and instruction and on professional partnerships in elementary/secondary/post-secondary special education programs. Fieldwork and seminars. Credit/no credit grading.

SPE 570 Individual Induction Plan Development (3).

Knowledge and skills to develop a professional Individualized Induction Plan that focuses on teacher performance via inquiry and formative assessment of their teaching practice to improve student learning.

SPE 571 Individual Induction Plan Completion (3).

Prerequisite: SPE 570.

Knowledge and skills to complete a professional Individualized Induction Plan that focuses on teacher performance via inquiry and includes a comparison of formative and summative assessment of their teaching practice to improve student learning.

SPE 575 Student Teaching in Early Childhood Special Education (9).

Prerequisite: Student must be in the last semester of credential program in ECSE.

Supervised experience with young children (birth – 5 years) with mild, moderate and severe disabilities in early intervention and educational settings with the guidance of a master teacher. Integrates learned theoretical models with everyday situations in planning, implementing and evaluating intervention strategies. Seminars and fieldwork. Credit/no credit grading.

SPE 576 Student Teaching of Individuals with Moderate/Sever Disabilities (9).

Prerequisites: Student must be in the last semester of credential program.

Supervised teaching with the guidance of a master teacher in an appropriate public school special education program for students with moderate/severe disabilities. Focus on the management of curriculum, behavior, and instruction. Seminars and fieldwork. Credit/no credit grading.

SPE 579 Student Teaching of Individuals with Mild/Moderate Disabilities (9).

Prerequisites: Student must be in the last semester of credential program.

Supervised teaching with the guidance of a master teacher in an appropriate public school special education program for students with mild/moderate disabilities. Focus on the management of curriculum, behavior and instruction. Seminars and fieldwork. CR/NC grading.

SPE 580 Advanced Assessment, Pedagogy and Instruction for Students with Disabilities (3).

Advanced knowledge and application of current formal and informal assessment techniques and outcome-driven educational programming for culturally, linguistically, and economically diverse children/individuals with disabilities. Development of individualized educational plans including research based interventions and progress monitoring systems.

SPE 581 Collaborative Planning, Implementing and Evaluating Educational Programs for Students with Disabilities (3).

Knowledge and skills for effective collaboration and consultation with students, families, and professionals including central interaction processes for developing a range of academic, behavioral, vocational, and transition programs on behalf of individuals with disabilities.

SPE 582 Current Trends and Issues in Special Education (3).

Advanced study of pertinent topics related to federal, state, and local agencies and their role in special education; organization of special education programs and service delivery; the preparation of teachers of exceptional children and research and demonstration projects in the education of exceptional children.

SPE 583 Education Law and Policy: Serving Students with Disabilities (3).

Analysis of legislation, litigation, and administrative rulings related to special education. Emphasizes the development of legally sound policies and procedures to ensure an appropriate education for students with disabilities.

SPE 584 Research I: Evidence Based Design and Inquiry (3).

Prerequisites: GED 500.

Advance study of research in educational contexts through the application of evidenced-based inquiry practices. Research proposal design, methodology, and data collection.

SPE 585 Research II: Evidenced Based Inquiry and Practice (3).

Prerequisites: SPE 584.

Advance study of research in educational contexts through the application of evidenced-based inquiry practices and project development/implementation. Research project design, methodology, data analysis, interpretation and reporting of findings and implications for further research.

SPE 594 Independent Study (1-3).

Independent Study taken under the supervision of a faculty member. Repeatable course.

SPE 595 Graduate Selected Topics in Special Education (1-3).

Advanced course of special interests to graduate students in Special Education. Topic and content will vary as announced. Repeatable course. One to three hours of seminar each week.

SPE 599 Graduate Capstone in Special Education (1-3).

Research and writing of thesis project for the master's degree. Topic of research must be approved by graduate advisor. Open only to thesis option graduate students. Repeatable course.

Infrequently Offered Courses

The following course is scheduled on a "demand" basis. Students should consult the department office for information about the next schedule offering.

SPE 528 Advanced Collaboration, Consultation, and Communication for Special Education Specialists (3).

Prerequisite: Possession of a Ryan (pre-1998) Special Education Credential or Admission to Level II of the new (post-1998) California Special Education Credential.

Elaboration on skills needed to fulfill the role of special education specialist with focus on consultation, collaboration, and staff development. Generalization of strategies for becoming effective decision maker/service providers to individuals with mild/moderate, moderate/severe disabilities; early childhood-secondary settings. Field projects.

SPE 529 Advanced Assessment Instruction and Curriculum Modification for Mild/Moderate Disabilities (3).

Prerequisite: Possession of a Ryan (pre-1998) Special Education Credential or Admission to Level II of the new (post-1998) California Special Education Credential.

Application of current formal and informal assessment techniques and outcome-driven educational programming for students with mild/moderate disabilities. Promising curriculum adaptation, self-advocacy, and data-based decision making procedures designed to facilitate participation in the core curriculum. Field projects.

SPE 541 Special Education Pre-Induction Planning for Preliminary Level I Interns (1).

Development of a professional individual induction plan by university intern candidates at the beginning of their credential appropriate program. Roles and responsibilities of university advisor, employing agencies, support providers, and candidates are discussed. Credit/no credit grading.

SPE 543 Special Education Pre-Induction Planning Supervision (1).

Development of an individualized professional induction plan for each special education candidate upon completion of the final directed field experience (i.e. SPE 555, SPE 566 or SPE 569 in Level II standard credential programs or SPE 523 for Interns in Level I intern credential programs). Credit/no credit grading.

SPE 545 Multicultural Strategies for Culturally and Linguistically Different Exceptional Learners (3).

Course is designed to help teachers prepare and implement appropriate strategies for the identification, education and informal assessment of linguistically different exceptional learners. Included are strategies for working with parents and paraprofessionals. Projects requiring field experience included.

SPE 563 Transition Planning and Counseling in Special Education (3).

Prerequisite: SPE 460.

Information on transition practices for students with disabilities at various age and functioning levels. Overview of counseling techniques and strategies for working with individuals with special needs and their families. Relevant re-search, laws and regulations, and emerging practices. Field projects.

SPE 564 Instructional Planning and Curriculum Development for Individuals with Moderate/Severe Disabilities (3).

Prerequisites: SPE 460 and SPE 558.

Formal and informal assessment, instructional planning, and curriculum development for children and adults with moderate/severe disabilities. Assessment of skills leading to functional independence in age-appropriate, developmental, domestic, community, recreation/leisure, vocational, and social environments. Field projects.

SPE 591 Current Issues in Special Education (2).

Prerequisite: Completion of all course work leading to the M.A. in Special Education.

Designed to help the graduate student in special education integrate all previous course work in the field. Legal and empirical evidence bearing on specific current issues will be reviewed and used as the basis of class discussion. CR/NC grading. Two hours of seminar per week.

SPECIAL MAJOR

Bachelor of Arts

Bachelor of Science

Minor

Master of Arts Interdisciplinary Studies

Master of Science Interdisciplinary Studies

Office: WH D-440, (310) 234-3308

General Description

Students who have academic or professional goals that are not easily met by one of the regular degree programs at CSU Dominguez Hills may find that the undergraduate Special Majors program or Graduate Interdisciplinary Studies/Special Major is more suitable to their unique needs and interests. Through these programs, students will integrate studies from two (or more) departments or colleges, either concentrating on each equally or choosing one department or option as the primary emphasis with the other(s) as secondary.

Both undergraduate Special Major and Graduate Interdisciplinary Studies/Special Major programs are intended to be focused, pre-planned progressions toward well-defined objectives. A Special Major or Minor student will need an appropriate advisory committee chosen from the departments involved. The program of study for either the undergraduate Special Major/Minor or the Graduate Interdisciplinary Studies Major must be chosen from the represented departments and must be supportable by: (1) courses already offered in the regular degree programs; and (2) the expertise of members of CSU Dominguez Hills permanent faculty.

Restrictions

There are some restrictions with regard to the Special Major/Minor. Specific restrictions are described under each program; general restrictions include the following:

Undergraduate Special Major

This major is not to be used to:

- substitute for a recognized undergraduate major offered by the University.
- bypass normal graduation requirements.
- serve as an alternative to a program in which the student is in academic difficulty.

Graduate Interdisciplinary Studies/Special Major

This graduate option cannot be granted if the student's objective(s) can be met by regular programs offered by other colleges or universities in the Los Angeles area, nor can it be used in place of degree requirements or graduate degree programs already offered on campus.

A student working toward the Graduate Interdisciplinary Studies/Special Major is subject to the University's policies and must complete all academic requirements prescribed by the University.

Features

For selected students, the Special Major Programs provide an opportunity to pursue an individualized course of study in order to attain a Bachelor of Arts/Science or a Master of Arts/Science Degree. Thus, such a program would enable students to cut across regular academic

areas to develop an integrated major, minor or graduate option tailored to their own educational and career goals.

Each Special Major (or Minor) or Graduate IDS has a specially appointed faculty Advisory Committee. This committee works with and gives special attention to the student. With careful planning, most programs of study can be completed by attending evening and/or daytime classes. Programs at both the bachelor's and master's level provide students with three unique features:

- the ability to create an educationally sound and intellectually rich program of study that answers the student's own particular needs, including career needs;
- a course of study that draws upon the diverse curriculum of the University yet focuses on study areas of particular interest;
- the opportunity to work closely with a selected group of faculty advisors.

Academic Advisement

Undergraduate

Undergraduate students who wish to pursue a Special Major or Minor should contact the Office of Academic Programs at (310) 243-3308 for more information.

Graduate

The Office of Graduate Studies will assist the Graduate Interdisciplinary Studies major. Students interested in pursuing this program should phone (310) 243-3693 for an appointment.

Undergraduate Special Major/Minor

Preparation

Since students must prepare a proposal in consultation with a faculty advisor and obtain approval from that advisor, and members of the Advisory Committee, before taking the courses comprising the major/minor, it is imperative that they do the necessary planning and paperwork as early as possible. Students should complete all lower division General Education requirements before beginning Special Major or Minor coursework.

Procedures for Declaring an Undergraduate Special Major or Minor

To initiate a Special Major or Minor, contact an appropriate faculty advisor directly. In consultation with this advisor, prepare a proposal for either the undergraduate Special Major or Minor Program.

The proposal must include:

1. a written statement giving reasons for undertaking the Special Major or Minor in terms of academic and professional goals and explaining (a) why these goals cannot be met through the standard programs of the campus and (b) how they may be best pursued in a special program;
2. The proposal is then forwarded to Graduate Studies for approval. The student is not enrolled as a Special Major or Minor until this formal procedure is complete.

Graduation with Honors

An undergraduate student may be a candidate for graduation with honors in Special Major provided he or she meets the following criteria:

1. A minimum of 36 units in residence at CSU Dominguez Hills;

2. A minimum grade point average of at least 3.5 in all courses used to satisfy the upper division requirements in the major;
3. Recommendation by the faculty in the department or program in which the honors are to be awarded.

Major Requirements - B.A./B.S. (minimum 24 units)

Special Major Guidelines

1. Students must formally request admission to a Special Major Program following the procedures described above for declaring a Special Major or Minor.
2. Students may not use a Special Major to substitute for a recognized degree program not offered at CSU Dominguez Hills, e.g. Psychobiology.
3. The Special Major may not be used to bypass normal graduation requirements.
4. Students may not substitute the Special Major for a major in which they are having academic difficulty.
5. A student working toward the Special Major is subject to university-wide policy relative to admission, scholastic standards and graduation requirements.
6. In order to be admitted to the Special Major Program, students are required to have more than one full year of academic work still to be completed to meet minimum degree requirements. That is, students will not be admitted to the undergraduate Special Major unless they have 31 or more semester units to complete out of a total of 120 semester units.
7. The minimum requirement for the Special Major Degree is a program of at least 24 semester units of upper division work recommended by a student's major advisor.
8. Students cannot use the following types of courses to meet the minimum degree requirements for the undergraduate Special Major: neither (1) upper division or lower division courses used to meet General Education requirements, nor (2) professional educational courses, nor (3) graduate courses (500 level).
9. Students may not also pursue a Special Minor.

Minor Requirements (15 units)

1. Students must follow the formal procedures for declaring a Special Major or Minor.
2. Students may not pursue a Special Minor if they also have a Special Major.
3. A Special Minor must contain at least 15 upper division semester units, at least 10 of which must be taken after the proposal is approved.
4. Students cannot use the following types of courses to meet the minimum requirements for the Special Minor: Neither (1) upper division or lower division courses used to meet General Education requirements, nor (2) professional educational courses.

Major Requirements - M.A./M.S.

Admission Requirements

To be admitted into the Interdisciplinary Studies/Special Major graduate program the student must:

1. possess a baccalaureate degree from an accredited college, with a grade point average of 3.0 or better in the last 60 semester units attempted (not including lower division or extension units);
2. submit two letters of recommendation from individuals who can evaluate the student's potential for graduate school;
3. schedule an interview with the Coordinator of the Graduate Special Major Program;
4. submit, along with the formal application to the program, 150-200 word, typed Statement of Purpose which describes the academic qualifications and educational goals of the applicant, and explains how the Special Major will support those goals;
5. be able to demonstrate the eligibility to take proposed graduate level courses;
6. complete the GRE General Test and score at least 4 on the GRE Analytical Writing Test;
7. demonstrate above average writing skills;

Degree Requirements

The Advisory Committee, which consists of at least three faculty members including the coordinator of the Graduate Special Major, helps the student prepare a program of study. The program of study must:

1. be in support of the student's major objectives as specified in the accepted program; (If a bachelor's degree and/or background does not adequately prepare the student for the proposed program, he/she may be required to take additional prerequisite coursework before admission to the program.)
2. include a minimum of 30 upper division and graduate level semester approved units;
3. include a minimum of 21 semester units of 500 level courses;
4. include no lower division courses;
5. include no undergraduate courses in lieu of comparable graduate level courses;
6. include no more than 18 units from any one department;
7. make provision for a capstone activity (thesis or project); satisfactory completion of this requirement will be determined and certified by the Advisory Committee and the Associate Vice President of Academic Programs;
8. include no more than three thesis units; descriptions of the Capstone Activity courses, signed by the faculty advisor must be attached to the program-of-study;
9. include no more than nine units of work completed prior to approval of this program;*
10. include no more than six units of independent study type courses; descriptions of these courses, signed by the faculty advisor must be attached to the program-of-study;*
11. be approved by the Associate Vice President of Academic Programs, the faculty committee and the chair of the departments involved;
12. meet all university requirements for the master's degree. Students should consult the section of the catalog entitled "Graduate Degrees and Postbaccalaureate Studies."

* Any units in excess of the maximum cannot be counted in the required 30 units.

The student's transcript will read: Master of Arts/Master of Science in Interdisciplinary Studies in the focus or theme of study in three words or less; the use of the name of an academic unit must first be approved by the unit and the Associate Vice President of Academic Programs. Students wishing to alter their program after it has been approved must repeat the same review process: they need to secure the approval of their Advisory Committee, the approval of the appropriate graduate coordinator(s), and the Associate Vice President of Academic Programs, prior to any change.

TEACHER EDUCATION

College of Education

Division of Teacher Education

Basic Credential Programs

Multiple Subject Credentials

Student Teaching Option

University Intern Option

Single Subject Credentials

Student Teaching Option

University Intern Option

University Intern Option with Urban Teacher Residency

Single Subject Credential

Transition to Teaching Online Program

Designated Subject - Adult Education

Language Authorizations

English Language Authorization

Included within all Multiple and Single Subject Credentials

Bilingual Authorization- Spanish

Clear Credential Programs

Multiple Subject and Single Subject

Faculty

Deandrea Nelson, Chair

Teacher Education, Multiple and Single Subject Programs

Jill Aguilar, John Davis, Richard Gordon, Kamal Hamdan, Lisa Hutton, Deandrea Nelson, Irene Osisoma, Jeffrey Sapp, Lilia Sarmiento, Kimberly Trimble

Department Office: COE 1401, (310) 243-3496

Emeriti Faculty

Ingeborg Assmann, Joseph Braun, John A. Brownell, James Cantor, Joel Colbert, Lenora Cook, Jamie Dote-Kwan, Peter D. Ellis, Suzanne Gemmell, Dru Ann Gutierrez, Diane Hembacher, Susan Johnston, Mimi Kalland-Warshaw, Shirley Lal, Ruth Larson, Nada Mach, Cynthia McDermott-LaCorte, John McGowan, Sean Morgan, Priscilla Porter, R.H. Ringis, Sue Schaar-Fellwock, Kathleen Taira, Karl Skinrud, Mimi Warshaw, Diana Wolff

Program Description

Multiple and Single Subject Credential Programs

The credential program offers Multiple and Single Subject credentials with two options: the University Intern Option and the Student Teaching Option. The Multiple Subject Preliminary Credential authorizes its holder to teach in a self-contained classroom, usually grades kindergarten through six. The Single Subject Preliminary Credential authorizes its holder to teach in departmental classes, usually in the middle or high school. Both the Multiple and Single

Subject programs fulfill the California state requirements for English Language Authorization and, for qualified applicants, the Bilingual Authorization in Spanish. Certification in other authorized languages is available by examination.

Candidates enrolled in the University Intern Option are contracted teachers (without a preliminary credential) currently teaching K-12 students and are supervised for fieldwork in their own classroom by trained university supervisors and site-based coaches who provide support and guidance. Candidates enrolled in the Student Teaching Option are not contracted teachers and are assigned to master teachers in a public school setting for their supervised field experiences. In addition, student teachers receive support and guidance from a university supervisor.

Each program option is organized into phases, university semesters, that include courses and field experiences. The program sequence allows candidates to complete their coursework and exit requirements in one year if the candidate begins the program during the summer.

Coursework and field experiences effectively prepare candidates to teach K-12 students and understand the contemporary conditions of schooling. Because the majority of teacher candidates enrolled in the TED credential program are, or will be, teaching in urban schools with multicultural and multilingual students, the program's coursework and field experiences are designed to prepare candidates to effectively meet the needs of those students. Courses are designed to address issues of second language learners and diverse styles of learning.

The program provides extensive opportunities for candidates to learn to teach the content of the California K-12 academic content standards, to use state-adopted instructional materials, to assess student progress, and to apply these understandings in teaching K-12 students.

Through the carefully sequenced courses and field experiences candidates develop a series of pedagogical competencies represented by the Teaching Performance Expectations (TPEs).

Within each phase of the program, courses are designated to address specific TPEs that must be applied and practiced during each field experience.

The TPEs are assessed throughout the program using fair, valid, and reliable methods and measures of the Performance Assessment for California Teachers (PACT). There are ongoing formative assessments, embedded signature assignments, and a summative assessment, the Teaching Event, distributed throughout the phases of the program.

Qualified students may begin Phase One of the student teaching option during their senior year. They must apply and meet the admissions criteria. They should consult with their undergraduate subject matter advisor and teacher education advisor and attend a College of Education Information Meeting.

CSU Dominguez Hills' basic credential programs are accredited by the National Council for the Accreditation of Teacher Education (NCATE), 1919 Pennsylvania Ave, N.W., Ste. 202, Washington, DC, 20006 and the California Commission on Teacher Credentialing (CCTC, 1900 Capitol Street, Sacramento, CA, 95814.)

Features

The location of the University allows an ongoing, intensive interaction with a wide variety of local school districts, providing an excellent opportunity for working with a diverse population. Graduates of basic credential programs are in high demand by principals and superintendents who have come to respect the quality of the programs and the competence of their graduates. Teaching methods classes reflect the most up-to-date and effective approaches to instruction.

Scholarships

Scholarships and awards are available to students in Basic Credential Programs:

1. **Bergen Family Scholarship:** up to \$1,000 to a full-time student in the Teacher Education Multiple Subject Program who has a 3.5 or above GPA, with preference to those pursuing a Bilingual Authorization and demonstrate financial need.
2. **Naomi Byers Scholarship:** up to \$1,500 to a student enrolled in the Teacher Education Division, teaching at LAUSD secondary school, preparing for senior subject teaching credential in Mathematics, Life Sciences, or Physical Science.
3. **California Retired Teachers, South Bay Division 46:** up to \$1,500 to a student enrolled in student teaching or fieldwork with a 3.0 GPA or above, exemplary character and citizenship, and financial need.
4. **Carson Companies:** \$4,000 to a Liberal Studies Major with a 3.5 GPA or above and financial need.
5. **College of Education Honorary and Memorial:** up to \$1,000 to a student in the College of Education who has a 3.0 or above GPA and demonstrates a commitment to teaching.
6. **Robert DeVries Memorial Scholarship:** \$500 to a student entering teaching as a second career with an exemplary character and citizenship and average to high academic standing.
7. **Miguel Gallegos Memorial Scholarship:** up to \$1,000 to a student enrolled in a Teacher Education Program or Master's Degree Program working toward a bilingual (Spanish/English) certification (preference given to initial certification) who has a 3.5 or above GPA and demonstrates financial need. One scholarship per year.
8. **Paul Kaufman Memorial Scholarship:** \$500 to a student teacher with a 3.0 GPA or above, exemplary character and citizenship, and financial need.
9. **Joette Lavarini Memorial Scholarship:** \$500 to an elementary student teacher with high academic standing, exemplary character and citizenship, and financial need.
10. **Laura E. Settles Scholarship:** \$1,000 each to two students in the teacher credential program who have average to high scholastic standing, exemplary character and citizenship, and financial need.
11. **Gil and Shirley Smith Scholarship:** up to \$1,000 to a student in the College of Education returning to CSUDH undergraduate with at least one semester of coursework remaining in their pre-teaching or teacher prep program who has a 3.0 or above GPA and demonstrates financial need.
12. **James E. Williams Memorial Scholarship:** \$500-\$1000 to a student teacher who will be teaching in an urban setting.

Preparation

High school students should plan to take an academic program that includes four years of English, three years of mathematics, two years of science, two years of foreign language and a course in the use of computers.

Students planning to teach children in a self-contained classroom, usually grades kindergarten through six, will need to earn a Multiple Subject Credential. It is recommended that students planning to pursue a Multiple Subject Credential complete course requirements for the Liberal Studies major and contact the Liberal Studies chair immediately upon entering CSU Dominguez Hills.

Students planning to earn a Multiple Subject Credential must pass the California Subject Examination for Teachers (CSET): Multiple Subject Examination. Information pertaining to the examination is available at the University Testing Office.

Students planning to teach in departmentalized classes, usually at the middle or senior high school levels, will need to earn a Single Subject Credential. These students should contact the appropriate department in order to seek program advising regarding completing course requirements for one of the Subject Matter Preparation Programs offered on campus. Subject Matter Preparation Programs offered at CSUDH are: English, Chemistry, Mathematics, Music, Kinesiology, Spanish, Biology and History/Social Studies. Please see separate entries in the University Catalog for contact information to these departments.

An alternative to fulfilling course requirements for a Single Subject equivalency is to pass the California Subject Examination for Teachers (CSET): Single Subject Examination in the appropriate subject area. Information pertaining to these examinations is available at the University Testing Office. Please refer to the CCTC website at www.ctc.ca.gov for the most current information.

All students are required to meet the basic skills requirement before admission to the program by one of the following methods:

- Pass the California Basic Educational Skills Test (CBEST)
- Pass the CSET: Multiple Subject Plus Writing Skills Examination
- Pass the CSU Early Assessment Program or the CSU Placement Examinations
- Pass a basic skills examination from another state

The CSU prepares teachers for positions in California as well as other states. It is in the students' best interest to be knowledgeable about credential or licensure requirements of the state in which they intend to teach.

Information concerning teacher preparation programs at CSU Dominguez Hills, including the pass rate on teacher certification examinations, may be obtained from the Teacher Education Division, 1000 E. Victoria St. Carson, CA 90747. (310) 243-3496.

Application and Admission

Admission Requirements for the Student Teaching Options (Multiple and Single Subject):

- Follow program advisement procedures. Refer to Teacher Education link on the College of Education website, www.csudh.edu/coe for the most current information;
- University admission;
- Evidence of meeting the basic skills requirement;
- A 2.67 cumulative undergraduate grade point average or 2.75 in the last 60 undergraduate semester units;
- Evidence of the U.S. Constitution requirement;
- Evidence of subject matter competency (CSET or, for Single Subject applicants only, completion of a Subject Matter Preparation Program);
- Certificate of Clearance;
- Tuberculosis Test;
- Demonstrate a basic knowledge of technology and its appropriate use in various educational settings; and
- Three recommendations from individuals familiar with the applicant's work and character.

Admission Requirements for the University Intern Options (Multiple and Single Subject):

- Follow program advisement procedures. Refer to Teacher Education link on the College of Education website, www.csudh.edu/coe for the most current information;
- University admission;
- Evidence of meeting the basic skills requirement;
- A 2.67 cumulative undergraduate grade point average or 2.75 in the last 60 undergraduate semester units;
- Evidence of the U.S. Constitution requirement;
- Evidence of subject matter competency (CSET or, for Single Subject applicants only, completion of a Subject Matter Preparation Program);
- Completion of Pre-service courses TED 400, TED 411 and TED 407;
- A one-year employment contract from a public school;
- A letter from school district personnel indicating that the applicant has been screened and interviewed by human resource professionals;
- Demonstrate a basic knowledge of technology and its appropriate use in various educational settings;
- Evidence that the candidate has successfully completed the district's 40-hour training program prior to assuming a full-time classroom teaching assignment;
- Certificate of Clearance;
- Tuberculosis Test.

Bilingual Authorization Applicants:

Bilingual Authorization applicants must demonstrate fluency in Spanish by one of the following methods::

- Passing grade in Spanish 341;
- Passing scores on CSET: LOTE Subtest III. (See CSET Website: www.ctcexams.nesinc.com)
- Bilingual Authorization applicants must make an advising appointment with the Bilingual Authorization Advisor, Dr. Hilda Fetcenko, at (310) 243-1025, to find out about requirements for acquiring the Bilingual Authorization in Spanish.

Multiple Subject Credential - Student Teaching and University Intern Options

The Multiple Subject Preliminary Credential authorizes its holder to teach in a self-contained classroom, usually grades kindergarten through six.

A. Student Teaching Option (49 units)

Candidates enrolled in the Student Teaching Option are not contracted teachers and are assigned to master teachers in a public school setting for their supervised field experiences. In addition, student teachers receive support and guidance from a university supervisor. In the Student Teaching Option, there are three phases. The program sequence in the Student Teaching Option allows candidates to complete their coursework and exit requirements in one year, if they begin the program in the Summer semester.

1. Phase One (11 units):

TED 400. Introduction to Education (3)*

TED 402. Educational Psychology (3)

TED 407. Language Learning (3)

TED 411. Classroom Management (2)

Requirements for Advancement to Phase Two

- a. Application for Phase Two due October 1 for spring semester, and March 1 for fall semester.
- b. Completion of Phase One courses with an overall grade point average of 3.0 and no grade lower than C.
- c. Interview: Faculty rate applicant on ability to communicate ideas, speech articulation, positive assertiveness, flexibility, sensitivity to cultural diversity, appearance, and enthusiasm.
- d. Bilingual Authorization candidates: Completion of written and culture competencies. (Consult with the Bilingual Authorization advisor for information on how to meet these competencies.)

2. Phase Two (14 units)

TED 403. Elementary Reading/Language Arts I: K-3 (3)

TED 410. Elementary Math Methods (3)

TED 415. Multicultural Education in an Urban Context (3)

(May be taken in Phase One)

[TED 416. Elementary Science Methods \(3\)](#)

TED 433. Teaching Practices Seminar: Multiple Subject (3)

3. Phase Three (16-19 units)

TED 404. Elementary Reading/Language Arts II: 4-8 (3)

TED 412. Elementary Social Studies Methods (3)

(May be taken in Phase Two)

TED 435. Elementary Student Teaching (full day) (12) or

TED 437. Elementary Student Teaching II

(Integrated BA/Cred. Students Only) (9)

TED 448. Teaching Event: Elementary (2)

[The following courses may be taken in any Phase:](#)

[TED 413. Elementary Physical Education, Visual and Performing Arts Methods \(3\)*](#)

* Waived for CSUDH Liberal Studies Majors

B. University Intern Option (47 units)

Candidates enrolled in the University Intern Option are contracted teachers, without a preliminary credential, currently teaching K-12 students. They are supervised for fieldwork in their own classroom by trained university supervisors and site-based coaches who provide support and guidance. There are three phases in the University Intern Option. Courses in each phase must be completed before enrolling in the next phase.

1. Phase One (11 units):

TED 400. Introduction to Education (3)*

TED 402. Educational Psychology (3)
TED 407. Language Learning (3)
TED 411. Classroom Management (2)

Requirements for Advancement to Fieldwork

- a. Application for advancement to fieldwork due March 1 for fall semester and October 1 for spring semester. Completion of Phase One courses with an overall grade point average of 3.00 and no grade lower than C.
- b. Bilingual Authorization candidates: Completion of written and cultural competencies. (Consult with the Bilingual Authorization advisor for information on how to meet these competencies.)

2. Phase Two (16 units):

TED 403. Reading/Language Arts I in Elementary Schools (3)
TED 410. Elementary Math Methods (3)
TED 415. Multicultural Education in an Urban Context (3)
(May be taken in Phase One)
TED 445. Fieldwork: Elementary Interns (6)
TED 446. Introduction to Internship: Multiple Subject (1)

3. Phase Three (15 units):

TED 404. Elementary Reading/Language Arts II: 4-8 (3)
[TED 412. Elementary Social Studies Methods \(3\)](#)
(May be taken in Phase Two)
[TED 416. Elementary Science Methods \(3\)](#)
TED 445. Fieldwork: Elementary Interns (6)
TED 448. Teaching Event: Elementary (2)

[The following courses may be taken in any Phase:](#)

[TED 413. Elementary Physical Education, Visual and Performing Arts methods \(3\)*](#)

[* Waived for CSUDH Liberal Studies Majors](#)

C. Summary of Multiple Subject Preliminary Credential Requirements

A recommendation of a Multiple Subject Preliminary Credential may be made when the candidate has:

1. Completed a bachelor's degree from an accredited university;
2. Completed all education courses with an overall grade point average of 3.0 with no grade lower than a C;
3. Completed the Teaching Event, successfully;
4. Demonstrated subject matter competence;
5. Completed US Constitution requirement; and
6. Passed the Reading Instruction Competence Assessment (RICA).

D. Professional Clear Credential Requirements

Candidates may complete an induction program with the school district in which they are employed. The school district will recommend the Professional Clear. Alternatively, candidates

may be eligible to complete the Clear Multiple or Single Subject Credential Program in the Teacher Education Division.

Single Subject Credential - Student Teaching and University Intern Options

The Single Subject Preliminary Credential authorizes its holder to teach in departmentalized classes, usually in the middle or high school.

A. Student Teaching Option (41 units)

Candidates enrolled in the Student Teaching Option are not contracted teachers and are assigned to master teachers in a public school setting for their supervised student teaching field experiences. In addition, student teachers receive support and guidance from a university supervisor. In the Student Teaching Option, there are three phases. The program sequence in the Student Teaching Option allows candidates to complete their coursework and exit requirements in one year if they begin the program in the Summer semester.

1. Phase One (12 units):

TED 400. Introduction to Education (3)

TED 402. Educational Psychology (3)

TED 407. Language Learning (3)

TED 414. Secondary Classroom Management and Healthy Environments (3)

Requirements for Advancement to Student Teaching

- a. Application for Phase Two due October 1 for Spring semester, March 1 for Fall semester.
- b. Completion of Phase One courses with an overall grade point average of 3.0 and no grade lower than C.
- c. Interview: Faculty rate applicants on the ability to communicate ideas, speech articulation, positive assertiveness, flexibility, sensitivity to cultural diversity, presentable appearance, and enthusiasm.
- d. Bilingual Authorization candidates: completion of written and culture competencies. (Consult with the Bilingual Authorization advisor for information on how to meet these competencies.)

2. Phase Two (12 units):

TED 406. Teaching Secondary Reading (3)

TED 415. Multicultural Education in an Urban Setting (3) (may be taken in phase one)

TED 453. Teaching Practices Seminar: Single Subject (3)

TED 467. Secondary Teaching Methods I (3)

Physical Education candidates enroll in KIN 448

3. Phase Three (17 units):

TED 455. Student Teaching (full day) (12)

TED 468. Secondary Teaching Methods II (3)

TED 488. Teaching Event: Secondary (2)

B. University Intern Option (39 units)

Candidates enrolled in the University Intern Option are contracted teachers, without a preliminary credential, currently teaching K-12 students. They are supervised for fieldwork in their own classroom by trained university supervisors and site-based coaches who provide

support and guidance. There are three phases in the University Intern Option. Courses in each phase must be completed before enrollment in the next phase.

1. Phase One (12 units):

TED 400. Introduction to Education (3)

TED 402. Educational Psychology (3)

TED 407. Language Learning (3)

TED 414. Secondary Classroom management and Healthy Environments (3)

Requirements for Advancement to Fieldwork

- a. Application for advancement to fieldwork due March 1 for Fall semester, October 1 for Spring semester; includes recommendation from school administrator.
- b. Completion of Phase One courses with an overall grade point average of 3.0 and no grade lower than C.
- c. Bilingual Authorization candidates: completion of written and culture competencies. (Consult with the Bilingual Authorization advisor for information on how to meet these competencies.)

2. Phase Two (16 units):

TED 406. Teaching Secondary Reading (3)

TED 415. Multicultural Education in an Urban Setting (3)

(may be taken in phase one)

TED 465. Fieldwork I: Secondary Interns (6)

TED 466. Introduction to Internship: Secondary (1)

TED 467. Secondary Teaching Methods I (3)

Physical Education candidates enroll in KIN 448

3. Phase Three (11 units):

TED 465. Fieldwork: Secondary Interns (6)

TED 468. Secondary Teaching Methods II (3)

TED 488. Teaching Event: Secondary (2)

C. Urban Teacher Residency Program

Residents blend the rigor and theory of a master's degree in curriculum and instruction with the practice and pragmatism of a single-subject (secondary) credential in math or science, combined with a year-long residency in the classroom of an experienced, trained mentor teacher in partner schools.

1. Phase One (12 units):

TED 400. Introduction to Education (3)

TED 414. Secondary Classroom Management and Healthy Environments (3)

GED 501. Seminar in Learning and Development (3)

GED 503. Socio-Cultural Issues in Education (3)

Requirements for Advancement to the Residency:

1. Completion of Phase One courses with an overall grade point average of 3.0 and no grade lower than C.
2. Bilingual Authorization candidates: completion of written and culture competencies. (Consult with the Bilingual Authorization advisor for information on how to meet these competencies.)

2. Phase Two (15 units):

- GED 500. Research Methods in Education (3)
- CUR 510. Process of Curriculum Development (3)
- TED 453. Teaching Practices Seminar- Single Subject (3)
- TED 467. Secondary Teaching Methods I (3)
- TED 407. Language Learning (3)

3. Phase Three (23 units):

- CUR 516. Seminar in Curriculum Development in Science and Math (3)
- TED 406. Teaching Secondary Reading (3)
- TED 455. Student Teaching- Single Subject (12)
- TED 468. Secondary Teaching Methods II (3)
- TED 488. Teaching Event: Secondary (2)

D. Summary of Single Subject Preliminary Credential Requirements

A recommendation of a Single Subject Preliminary Credential may be made when the candidate has:

1. Completed a bachelor's degree from an accredited university;
2. Completed all education courses with an overall grade point average of 3.0 with no grade lower than a C;
3. Completed the Teaching Event successfully;
4. Demonstrated subject matter competence; and
5. Completed US Constitution requirement.

E. Professional Clear Credential Requirements

Candidates may complete an induction program with the school district in which they are employed. The school district will recommend the Professional Clear Credential. Alternatively, candidates may be eligible to complete the Clear Multiple or Single Subject Credential Program in the Teacher Education Division.

Single Subject Credential- Transition to Teaching Online Program

The Transition to Teaching Online Single Subject Intern Program is designed for individuals who wish to teach math or science in high-needs schools. Credential candidates progress through coursework using online materials, E-Tests, videos, and web-based “class discussions.” Prior to internship, student experience extensive fieldwork conducted in regional lab schools. All participating teacher candidates are required to have access to a computer with online capability. The program is designed to be completed within 3 semesters, or terms, within one calendar year.

Requirements

1. Term One (15 units):

- TED 426. Foundations of Education (6)
- TED 427. Content Pedagogy I (6)
- TED 428. Early Field Observation and Participation (3)

Requirements for Advancement to Term II

- a. Completion of Term One courses with an overall grade point average of 3.0 and no grade lower than C.

- b. Bilingual Authorization candidates: completion of written and culture competencies. (Consult with the Bilingual Authorization advisor for information on how to meet these competencies.)

2. Term Two (15 units):

- TED 429. Supporting All Students (6)
 - TED 430. Pedagogy II (6)
 - TED 431. Lab School Fieldwork Seminar (3)
- Requirement for Advancement to Term III**

- a. Application for Advancement to Fieldwork

3. Term Three (15 units):

- TED 432. Interdisciplinary Teaching (6)
- TED 438. Teaching Event and Assessment (3)
- TED 465 Fieldwork (6)

Designated Subject Adult Education Teaching Credential

NOTE: The Designated Subjects Adult Education Teaching Credential program may not accept new students at this time. For more information, please contact Extended Education Services, (310) 243-3741.

The Designated Subject Adult Education Teaching Credential Program is designed for students who meet requirements for a Two-Level Preliminary Adult Education Credential and would like to fulfill requirements for a Professional Clear Adult Education Credential. Graduates find employment in public and private schools, community agencies, private industry, health services, government agencies, military settings, correctional and religious institutions, volunteer agencies, and centers for older adults.

Requirements for the Two-Level Preliminary Adult Education Teaching Credential

- 1. Qualifying Experience and/or Education
 - a. Academic Subjects
 - English as a Second Language
 - Elementary and Secondary Basic Skills
 - A Language Other Than English
 - English
 - Fine Arts
 - Life Science, including General Science
 - Physical Science, including General Science
 - Mathematics
 - Social Science

Qualifying education for an adult education credential authorizing the teaching of an academic subject shall include a baccalaureate or higher degree completed at a regionally accredited college or university and completion of 20 semester units or 10 upper division semester units in the subject to be taught.

- b. Non-Academic Categories

- Adults with Disabilities
- Older Adults
- Health and Safety
- Parent Education
- Home Economics
- Vocational Education

Qualifying experience, or experience and education, or education, for an adult education credential authorizing the teaching of a non-academic subject shall meet one of the criteria described in the table below:

Yrs of Subject-Related Education and/or Training	+ Experience Required	
High school diploma or equivalent	+ 5 years	
24 semester units of college course work,	+ 4 years	including a minimum of 4 semester units in the subject to be taught
48 semester units of college course work	+ 3 years	including a minimum of 8 semester units in the subject to be taught
72 semester units of college course work,	+ 2 years	including a minimum of 12 semester units in the subject to be taught
96 semester units of college course work,	+ 1 year	including a minimum of 16 semester units in the subject to be taught
Bachelor's or higher degree completed at a regionally accredited college or university with 20 semester units, or 10 upper division units in the subject to be taught	+ 0 years	

2. Knowledge of the Constitution of the United States : Completion of the U.S. Constitution requirement (POL 101 or equivalent).

3. Passage of the California Basic Education Skills Test (CBEST). Applicants for the adult credential in NON-ACADEMIC subjects are exempt from this requirement.

Professional Clear Adult Education Teaching Credential (14 units)

Requirements

1. A valid Preliminary Adult Education Teaching Credential.
2. Verification of Level I completion.
3. Verification of four terms or two years of successful teaching adult learners authorized by the preliminary adult education teaching credential while holding the valid preliminary credential.

4. Completion of Level I and Level II Course work for the Professional Clear Credential

a. Level I Courses:

TED 418. Methods and Materials of Adult Education, Part I (2)

TED 419. Methods and Materials of Adult Education, Part II (2)

TED 421. Principles of Adult Education (2)

Professional clear credential candidates must complete the Level I classes within the first two years of the two-level preliminary credential.

b. Level II Courses:

TED 420. Computer Literacy for Teachers (1)

TED 417. Seminar in Adult Education (1)

TED 423. Supervised Field Experience (2)

TED 424. Counseling/Guidance for Teachers of Adult Education (2)

HEA 300. Health in Public Education (2)

Professional clear credential candidates must complete the Level II classes by the end of the fifth year of the preliminary credential.

Subject Matter Authorizations

Holders of a Single Subject or Multiple Subject credential issued by the California Commission on Teacher Credentialing may secure an Introductory Subject Matter Authorization that allows the holder to teach the subject matter content typically included in curriculum guidelines and textbooks approved for study in grades 9 and below. This allows an employer to assign a teacher with an Introductory Subject Matter Authorization to teach a class in which the curriculum is for grades 9 and below but the students in the class may be in grades K-12.

To qualify, individuals must satisfy all of the following requirements:

- Possess a valid prerequisite teaching credential
- Complete one of the following:
 - a. 32 semester units of non-remedial course work in the subject, including a minimum of three semester units of course work in each content area. The balance of the units may be in any course within the subject category. (Exception: the subject of Science requires at least six semester units in each of the four science content areas [biological sciences, chemistry, geosciences, and physics]). (See CCTC website ctc.ca.gov for a list of subjects and content areas within subjects.);
 - b. a degree major from a regionally-accredited college or university in a subject directly related to the subject to be listed on the credential.

Holders of a Single Subject or Multiple Subject credential issued by the California Commission on Teacher Credentialing may secure a Specific Subject Matter Authorization that allows the holder to teach the specific subject in grades preschool, kindergarten-12, and classes organized primarily for adults.

To qualify, individuals must satisfy all of the following requirements:

- Possess a valid prerequisite teaching credential;
- complete one of the following:

- a. 32 semester units of non-remedial coursework (Exception: the subject of History requires a minimum of 16 semester units in both world history and U.S. history.) See CCTC website ctc.ca.gov for a list of subjects.);
- b. a degree major from a regionally-accredited college or university in a subject directly related to the subject to be listed on the credential.

Course Work Requirements for Subject Matter Authorizations

Acceptable course work must be:

1. Completed with a grade of "C" or better ("credit", "passing", or "satisfactory" grades are acceptable).
2. Applicable toward a bachelor's degree or a higher degree (elective or non-elective, non-remedial).
3. Taken at a regionally accredited institution.
4. Granted regular semester or quarter hour credit.
5. Taken from the subject department of the subject matter authorization being sought

The following course work may be used as long as it meets the criteria listed above:

1. Community college, correspondence, online, or extension course work
2. Advanced placement unit (requires an official transcript of the course and written verification from the college or university admission or registrar's office that the units were used towards a bachelor's degree and are in the subject category of the requested subject matter authorization).

Unacceptable course work includes:

1. Course work that is not applicable toward a bachelor's degree or higher degree
2. Professional development or continuing education units
3. In-service training or workshop
4. Education and education methodology course work unless a letter is provided by the chair of the subject area department stating that the course is equivalent to one offered by that department
5. Course work from a department other than the subject matter authorization being sought unless a letter is provided from the chair of the subject area department stating that the course is equivalent to one offered by that department.

Multiple Subject and Single Subject Clear Credential Programs

The California Clear Credential for Multiple Subject and Single Subject teachers is the second of two credentials required for teachers who will teach in California's public schools more than five years. A credential candidate must first obtain a Preliminary Single Subject (Secondary) or Multiple Subject (Elementary) Credential before taking course work and fulfilling other requirements necessary to earn the Clear Credential. The Multiple Subject and Single Subject

Clear Credential at CSUDH meets admission and program standards in accordance with guidelines set forth by the California Commission on Teacher Credentialing (CCTC). Classes consist of a mix of practical and conceptual/theoretical work regarding the credential candidate's teaching practice. Candidates who are not currently teaching in a classroom will be placed in an appropriate field site, with a master teacher. Candidates will also receive guidance from a school-site based Support Provider.

The program consists of four classes (12 units) taken over two semesters

Application and Admission

Admission Requirements

Follow program advisement procedures. Refer to Teacher Education link on the College of Education website, www.csudh.edu/coe for the most current information: University admission

- An earned California Multiple Subject or Single Subject Preliminary Credential
- Certificate of Clearance within 18 months
- Tuberculosis Test clearance within 4 years
- Availability to teach 10 hours per week in an accredited P-12 classroom

Clear Credential- Multiple Subject and Single Subject

Semester One (6 units):

SPE 570. Induction Plan Development (3)

TED 551. Supportive Learning Environments (3)

Semester Two (6 units):

SPE 571. Induction Plan Completion (3)

TED 553. Curriculum Planning, Implementation and Assessment (3)

Summary of Clear Multiple Subject and Single Subject Credential Requirements

A recommendation of a Clear Multiple Subject or Single Subject Credential may be made when the candidate has completed all Clear Credential courses with an overall grade point average of 3.0 with no grade lower than a C.

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

Prerequisite or corequisite requirements may not apply to students in Intern Credential Programs.

Upper Division

TED 400 Introduction to Education (3).

Prerequisite: Admission to Teacher Education.

Introduction to Credential Programs. Includes 30 hours of early field experience in K-12 classrooms. Topics include California Teacher Performance Expectations, state content standards, lesson planning/teaching/reflection, and professional, legal, and ethical responsibilities of teachers. Computer applications used to complete course tasks.

TED 402 Educational Psychology (3).

Prerequisite: Admission to Teacher Education.

Psychology of learning and motivation related to instruction; emphasis on application of learning principles to classroom learning situations, including multicultural settings. Survey of applicable research from educational psychology and psychology. Mainstreaming students with special needs.

TED 403 Elementary Reading/Language Arts I: K-3 (3).

Prerequisite: Admission to Multiple Subject Program.

A balanced approach to teaching reading/language arts grades K through 3. Focus on the foundational skills and strategies needed in the developmental phase of learning to read.

Addresses research-based knowledge and instructional practices aligned with the California Reading/Language Arts Framework.

TED 404 Elementary Reading/Language Arts II (Grades 4-8) (3).

Prerequisite: TED 403.

A balanced, integrative and interactive perspective to teaching reading/language arts grades 4 through 8. Focus on skills and strategies needed in "reading and learning for life." Addresses research-based knowledge and instructional practices aligned with the California Reading/Language Arts Framework.

TED 405 Mainstreaming Children With Special Needs (3).

A course to facilitate the integration of handicapped children into the regular classroom. Covers legal responsibilities, diagnostic/prescriptive teaching, problem solving and visits to special education facilities.

TED 406 Teaching Secondary Reading (3).

Prerequisite: Admission to Single Subject Program.

Procedures, materials for teaching content related reading/writing. Includes use of multicultural literature, instructional technology, interpretation of research in reading comprehension; reading/writing for language diverse populations, classroom based diagnostic tools, cross curricular reading/writing strategies. Microteaching or field experience.

TED 407 Language Learning (3).

Prerequisite: Admission to Teacher Education.

Focus on linguistic, social, and cultural factors in schooling language minority students; how factors considered for effective learning practices. Areas of concentration include primary language development, second language acquisition, evaluation, current research.

TED 408 Elementary Art and Music Methods (2).

Prerequisite: Admission to Multiple Subject Program.

Multicultural methods, materials and strategies for elementary art and music including instructional planning, lesson design and use of appropriate media materials and resources that are culturally and linguistically diverse.

TED 410 Elementary Mathematics Methods (3).

Prerequisite: Admission to Multiple Subject Program.

Methods and materials for elementary math education. Includes instructional planning, unit development, selection and preparation of curriculum materials, assessment procedures, problem-solving strategies and sheltered mathematics instruction.

TED 411 Classroom Management Methods (2).

Prerequisite: Admission to Teacher Education.

Focus on culturally and linguistically sensitive discipline strategies, management and effective teaching of techniques identified by recent research. A minimum of 15 hours field application required.

TED 412 Elementary Social Studies Methods (3)

Prerequisite: Phase 2 of Multiple Subject Credential Program. Corequisites: TED 433, TED 435, or TED 437

Methods and materials for inquiry-based elementary social studies, including instructional planning, unit development, selection and preparation of appropriate curriculum materials, use of media and assessment strategies. Addresses Common Core State Standards. Emphasizes pedagogy that meets the needs of diverse learners.

TED 413 Elementary Physical Education, Visual and performing Arts methods (3)

Methods, materials and strategies for visual and performing arts, physical education, and health, in multiple subject classroom settings; including instructional planning, lesson design and use of appropriate media materials and resources that are culturally and linguistically diverse.

TED 414 Secondary Classroom Management and Healthy Environments (3)

Prerequisite: Admission to the Single Subject Credential program. Recommended corequisites: TED 400, TED 402, TED 407.

Presents basics of classroom management and discipline, and instructional strategies. Provides practical application of theoretical concepts. Utilizes theories of Canter, Glasser, Jones, Kounin, and Skinner. Candidates learn how to create supportive healthy environments for secondary learning.

TED 415 Multicultural Education in an Urban Context (3).

Prerequisite: Admission to Teacher Education.

Analysis and application of the concepts of cultural diversity with emphasis on current issues in education in an urban context. Prepares teachers for multicultural environments and utilization of appropriate materials and methods for culturally, ethnically, and language diverse students.

TED 416 Elementary Science Methods (3)

Prerequisite: Phase 2 of Multiple Subject Credential Program. Corequisites: TED 433, TED 435, or TED 437

Methods and materials for project-based elementary science education. Emphasizes inquiry-based instruction and includes instructional planning, multi-day lesson development, selection and preparation of curriculum materials, assessment procedures, problem-solving strategies, sheltered science and language instruction and health.

TED 417 Seminar in Adult Education (1).

Prerequisites: Concurrent enrollment in TED 423 is required; TED 418, TED 419 and TED 421.

Addresses beginning adult education intern needs for working in ethnically, culturally and language diverse adult school settings. It emphasizes problem solving and discussion of competency checklists used in intern fieldwork. One hour of seminar per week.

TED 418 Methods and Materials of Adult Education, Part I (2).

Course covers instructional techniques; evaluation of student achievement and the learning process in adult education.

TED 419 Methods and Materials of Adult Education, Part II (2).

Prerequisite: TED 418.

Covers instructional techniques, instructional technology, strategies to address the needs of diverse learners and resources in the Adult Education community. Emphasis will be placed on three specific groups: ESL students, older adults and exceptional adults.

TED 420 Computer Literacy for Teachers (1).

Prerequisite: Admission to Teacher Education.

Focuses on computer basics, terminology, operation and care of computer-related hardware, trouble-shooting techniques, legal and ethical issues, copyright issues, and interacting with others using email and threaded discussion. Credit/no credit grading.

TED 421 Principles of Adult Education (2).

Course is designed to meet the requirements for the Designated Subject Credential. Topics include scope and function of adult education, knowledge of cultural differences in students and communities, curriculum, media and community relationships.

TED 423 Supervised Field Experience in Adult Education (2).

Prerequisites: TED 421 and TED 422 are recommended.

Course is designed to give student practical experiences in teaching adults. Includes participation in classroom, school and communities, and individualized assignments to fulfill the particular needs of each credential applicant. Evaluation of field experience in scheduled seminars.

Credit/no credit grading.

TED 424 Counseling and Guidance for Teachers of Adult Education (2).

Topics will cover counseling techniques to meet special needs of adult students and interpersonal relations/communication skills.

TED 425 Workshop in Teaching Methods (1-3).

Study of various approaches, methods, and materials related to a selected area of the curriculum. Development of applications at elementary and/or secondary level. Two to six hours of activity per week.

TED 426 Foundations of Education (6).

Corequisites: TED 427, TED 428.

Introduction to the TTT online teacher education program and the teaching profession, with a focus on foundations of education. Topics include the history of education, classroom management, language developments for English learners and Standard English learners, and students with special needs.

TED 427 Content Pedagogy I (6).

Corequisites: TED 426, TED 428.

Focuses on lesson planning, standards, and objectives, assessment, literacy development, problem-based learning in math and science, online resources, and application of principles of effective instruction in real-world contexts.

TED 428 Early Field Observation and Participation (3).

Prerequisite: Admission to Transition to Teaching Online program. Corequisites: TED 426, TED 427.

Consists of a minimum of 40 hours of observation and participation. Candidates will draw on content and strategies from TED 426 and TED 427 in planning lessons for their early field experience. CR/NC grading.

TED 429 Supporting All Students (6).

Prerequisites: TED 426, TED 427, TED 428. Corequisites: TED 430, TED 431.

Focuses on developing strategies for supporting every learner, including those with disabilities and special needs. Explores the Student Study Team. Addresses school health issues.

TED 430 Content Pedagogy II (6).

Prerequisites: TED 426, TED 427, TED 428. Corequisites: TED 429, TED 431.

Focuses on universal access, inductive and deductive teaching strategies, and models of teaching. Compares Direct Instruction with Problem-Based Learning.

TED 431 Lab School Fieldwork Seminar (3).

Prerequisites: TED 426, TED 427, TED 428. Corequisites: TED 429, TED 430.

Consists of a minimum of 40 hours of observation and participation, plus the completion of specific tasks that develop the candidates' capacity to plan, instruct, assess, and reflect in their content area. CR/NC grading.

TED 432 Interdisciplinary Teaching (6)

Prerequisites: TED 429, TED 430, TED 431. Corequisites: TED 438, TED 465.

Focuses on culture, and ways in which teachers broaden their understanding of what students bring to their educational experience so as to build upon it for student success. Expands on concept of Project-Based Learning.

TED 433 Teaching Practices Seminar: Multiple Subject Student Teaching (3).

Prerequisite: Admission to Phase Two.

Student teaching candidates observe and participate in a Multiple Subject classroom with an experienced teacher, accompanied by reflective seminar. Credit/no credit grading.

TED 434 Student Teaching: Elementary I (3).

Prerequisite: TED 400 and TED 411.

Student teaching with a master teacher at an urban multilingual/multicultural public elementary school. Done in conjunction with methods coursework. Focuses on Teacher Performance Expectations 1 through 13. Credit/no credit grading.

TED 435 Elementary Student Teaching (12).

Prerequisite: TED 433.

Consists of one semester of supervised classroom practice with a master teacher at an urban multilingual/multicultural public elementary school. Done in conjunction with methods coursework. Focuses on Teacher Performance Expectations 1 through 14. Credit/no credit grading.

TED 436 Seminar: Elementary Student Teachers (1).

Problem solving and use of competency checklists in student teaching at the elementary level. Credit/no credit grading. One hour of seminar per week.

TED 437 Elementary Student Teaching (LBS Integrated Option Only) (9).

Prerequisite: TED 433.

Consists of one semester of supervised classroom practice with a master teacher at an urban multilingual/multicultural public elementary school. Done in conjunction with methods coursework. Focuses on Teacher Performance Expectations 1 through 13. Credit/no credit grading.

TED 438 Teaching Even and Assessment (3)

Prerequisites: TED 429, TED 430, TED 431. Corequisites: TED 432, TED 465.

Candidates complete the Teaching Event, the required summative assessment, by demonstrating competency in all Teacher Performance Expectations. Candidates focus on student learning, select a learning segment, submit teaching artifacts and analysis, and assess the teaching event.

TED 445 Fieldwork: Elementary Interns (6).

Prerequisite: Admission to Fieldwork.

Consists of two semesters of supervised classroom practice. Credit/no credit grading.

TED 446 Introduction to Internship: Multiple Subject University Intern (1).

Prerequisite: Admission to Fieldwork.

Introduction to Critical Friends Inquiry Groups for elementary University Interns. Focus on reflective teacher inquiry, cognitive coaching, peer review and self-assessment. A-B/no credit grading.

TED 447 Intern Performance Assessment: Multiple Subject (4).

Prerequisite: TED 404.

Assessment Seminar. Critical reflection on intern performance and student achievement correlated with the 13 Teacher Performance Expectations.

TED 448 Teaching Event: Multiple Subject (2).

Prerequisite: Admission to Phase Two.

Candidates complete the Teaching Event, the required summative assessment, by demonstrating competency in all Teacher Performance Expectations. Candidates focus on student learning, select a learning segment, submit teaching artifacts and analysis, and assess the teaching event. Credit/no credit grading.

TED 453 Teaching Practices Seminar: Single Subject Student Teaching (3).

Prerequisite: Admission to Phase Two.

Student teaching candidates observe and participate in a single subject classroom with an experienced teacher accompanied by reflective seminar. Credit/no credit grading.

TED 454 Student Teaching: Secondary I (3).

Prerequisite: TED 400 and TED 411.

Student teaching with a master teacher at an urban multilingual/multicultural public secondary school. Done in conjunction with methods coursework. Focuses on Teacher Performance Expectations 1 through 13. Credit/no credit grading.

TED 455 Student Teaching: Secondary (12).

Prerequisite: TED 453.

Consists of one semester of supervised classroom practice with a master teacher at an urban multilingual/multicultural public secondary school. Done in conjunction with methods coursework. Focuses on Teacher Performance Expectations 1 through 13. Credit/no credit grading.

TED 456 Seminar: Secondary Student Teachers (1).

Problem solving and discussion of competency check lists used in student teaching in multilingual, multiethnic, and multicultural secondary settings. CR/NC grading.

TED 457 Student Teaching: Secondary II (9).

Prerequisite: TED 454.

Consists of one semester of supervised classroom practice with a master teacher at an urban multilingual/multicultural public elementary school. Done in conjunction with methods coursework. Focuses on Teacher Performance Expectations 1 through 13. Credit/no credit grading.

TED 460 Creating a Supportive Healthy Environment for Secondary Student Learning (1).

Prerequisite: Admission to Single Subject Program

Single Subject credential candidates learn how to create a supportive healthy environment for secondary student learning.

TED 465 Fieldwork: Secondary Interns (6).

Prerequisite: Admission to Fieldwork.

Consists of two semesters of supervised classroom practice. Credit/no credit grading.

TED 466 Introduction to Internship: Single Subject University Intern (1).

Prerequisite: Admission to Fieldwork.

Introduction to Critical Friends Inquiry Groups for secondary University Interns. Focus on reflective teacher inquiry, cognitive coaching, peer review and self-assessment.

TED 467 Secondary Teaching Methods I (3).

Prerequisite: Admission to Single Subject Program.

Principles of effective instruction, critical thinking/questioning skills, lesson design, cooperative learning, sheltered instruction, guided discovery; curriculum materials for culturally, ethnically, and language diverse content classrooms.

TED 468 Secondary Teaching Methods II (3).

Prerequisite: Admission to Single Subject Program.

Taken in single subject credential area. Explores methods and materials for planning instructional units and lessons. Presents alternative strategies of instruction and evaluation to assure high-level learning with ethnically, culturally, and language diverse students.

TED 471 Secondary Methods III: Curriculum and Assessment (3).

Prerequisite: TED 467; concurrent enrollment in TED 468 recommended.

Focus on interdisciplinary curriculum and assessment. Includes diagnostic, formative, and summative assessment. Focuses on evaluation, grading procedures, and use and interpretation of standardized exams as tools for instruction and monitoring of achievement.

TED 472 Intern Performance Assessment: Single Subject (4).

Assessment Seminar. Critical reflection on intern performance and student achievement correlated with the 13 Teacher Performance Expectations.

TED 476 Summative Assessment Seminar: Phase Two Multiple Subject Student Teachers (2).

Prerequisite: TED 475.

Summative Assessment Seminar to complete reflective essay and performance task. Credit/no credit grading.

TED 481 Summative Assessment Seminar: Phase Two Single Subject Student Teachers (2).

Summative Assessment Seminar to complete reflective essay and performance task. Credit/no credit grading.

TED 488 Teaching Event: Single Subject (2).

Prerequisite: Admission to Phase Two.

Candidates complete the Teaching Event, the required summative assessment, by demonstrating competency in all Teacher Performance Expectations. Candidates focus on student learning, select a learning segment, submit teaching artifacts and analysis, and assess the teaching event. Credit/no credit grading.

TED 490 Seminar: Issues in Education (1-3).

Identification of significant and persistent issues in education, to evaluate policy statements and published opinions with an awareness of elements involved. Repeatable course. One to three hours of seminar per week.

TED 494 Independent Study (1-3).

Prerequisite: Consent of instructor.

Independent study taken under the supervision of a faculty member. Repeatable course.

TED 495 Special Topics in Teacher Education (1-6).

Selected topics in teacher education. Repeatable course up to six units.

Graduate

TED 501 Lesson Study: Engaging All Students in Learning (3).

Prerequisite: GED 500.

Introduction to the foundations of lesson study and its analysis for induction candidates. Collaboration in designing, observing, and discussion lessons to provide universal access to engage all students in learning. Focus on English learners, GATE students and students with special needs.

TED 502 Advanced Lesson Study II: Using Data to Improve Achievement (3).

Prerequisite: GED 500.

Advanced lesson study and its analysis for induction candidates. Collaboration in collecting, analyzing and using data to improve student learning. Focus on students who may be at risk.

TED 503 Teacher Action Research Project (3).

Prerequisite: GED 500.

Teacher action research methods course for induction teachers working in urban diverse classrooms. Candidates conduct inquiries on professional practices using scientific methods to improve student achievement.

TED 504 Colloquium (3).

Prerequisite: GED 500.

Induction candidates do an in-depth intervention to increase student achievement. Multimedia presentation disseminating findings. Focus on students who may be at risk.

TED 551 Supportive Learning Environments (3)

Corequisite: SPE 570.

Candidates develop integrated systems for academic and social skills instruction for all students. Course includes study of behavior, positive behavioral interventions and supports, social skills instruction, crisis management, at the school-wide, classroom and individual student level.

TED 553 Curriculum Planning, Implementation and Assessment (3)

Prerequisites: TED 551, SPE 570. Corequisite: SPE 571.

In-depth study of the processes of curriculum planning, implementation and assessment, and application of these processes to student-generated lesson and units of instruction. Addresses California Standards for the Teaching Profession, data-driven decision making, differentiated instruction, problem-based learning, and instructional leadership.

Infrequently Offered Courses

The following course is scheduled on a "demand" basis. Students should consult the department office for information about the next schedule offering.

TED 469 Interdisciplinary Teaching Methods (3).

Prerequisite: Acceptance to intern status in single subject program or advancement to fieldwork status; TED 467 and TED 468; TED 406 recommended.

Explores interdisciplinary teaching methods for the multicultural, multilingual classroom including psychological, philosophical perspectives. Presents strategies, practices, and resources for developing an integrated curriculum.

TED 470 Critical Perspectives in Urban Education (2).

Prerequisite: TED 444.

Capstone experience. Focuses on the professional obligations of teachers in society and the role of families and the community in the education of children. Addresses the historical, philosophical, cultural, and sociological foundations of American education from an equity perspective.

THEATRE ARTS

College of Arts and Humanities

Division of Performing, Visual and Digital Media Arts

Department of Theatre and Dance

Bachelor of Arts

Dance Option

Theatre Arts Option

Minor

Theatre Education

Theatre Performance

Speech

Subject Matter Preparation Program

(for requirements, refer to the English section in this catalog)

Faculty

Doris Ressler, Department Chair, Dance Coordinator

William DeLuca, Donis Leonard

Program Office: LCH A-109, (310) 243-3588

Emeritus Faculty

Rex Heuschkel, Carol A. Tubbs, Jack Vaughn, Sydell Weiner

Program Description

The Theatre Arts Option offers courses in the field of acting and directing, design and technical theatre, theatre history, dramatic literature speech and drama for the class. The Dance Option offers courses in the field of ballet, modern, jazz, tap, dances of world cultures to include hip hop, Middle Eastern Dance, African, Latin Social Dance, choreography, dance history, and dance production. Course requirements for theatre and dance in the major and minor programs provide for flexibility and allow students considerable choice in planning their academic careers. The Theatre and Dance Programs prepare students in all areas of theatre (Performance, Design/Tech, and Literature/History) and dance (Performance, Choreography, and Technique). Our program is multi-cultural and multi-ethnic by nature and offers a wide range of dance styles and theatre techniques to explore. The Theatre Performance Minor focuses on acting and directing, while the Theatre Education Minor doubles as both a general program and preparation for future teachers. The Dance Minor focuses on dance technique, choreography, and performance.

The Department of Theatre and Dance is closely affiliated with the Division of Performing, Visual, and Digital Media Arts at CSU Dominguez Hills. Students and faculty often collaborate with others in Art, Music, and Digital Media.

Features

All Theatre Arts Option Majors and Minors participate in the department's ambitious production program through acting, scenic, lighting and costume design, set construction, stage management, and box office operations, and the student-directed one-act program. Students receive academic credit for their participation. The ability for freshman and sophomore Theatre

Arts majors to secure roles in a major production and receive individual attention from faculty is far more likely than at a larger university. The Theatre Arts Program is accredited by the National Association of Schools of Theatre (NAST). NAST is located at 11250 Roger Bacon Drive, Ste. 21, Reston, VA 22090. The Department of Theatre and Dance are members of ACDA (American College Dance Association), ACTF (American College Theatre Festival), and USITT (United States Institute for Theatre Technology).

The Dance Option offers each student the opportunity to develop creative and technical skills to become leaders in the field of dance as choreographers, dancers, and teachers in studios, private and public schools. In dance, two large dance studios are available to students. Both studios are equipped with sprung floors, mirrored walls and the main studio has ballet barres, a grand piano, and audiovisual systems. Ballet and modern classes have live music accompaniment. Ample locker and shower facilities are also available. Dance students have unique opportunities to perform in a fully equipped, modern university theatre, which seats over 400 audience members. Two dance concerts are held each year, one in each semester. There are also opportunities to perform at various campus events held throughout the year. Students also have the opportunity to participate in the ACDA annual conference and adjudication concerts in the Baja Region.

Academic Advisement

The Theatre Arts and Dance Programs place great importance on the advisement process. We request that students meet with their respective advisors for consultation. To obtain an advisor, students should contact Bill DeLuca or Donis Leonard (Theatre Arts Option) and Doris Ressler (Dance Option) to schedule a first meeting.

Educational goals and previous theatre and dance experience will be discussed during the first advisement meeting. Based on this discussion, the progression of the student's major and minor requirements will be planned. Career opportunities will also be discussed. If transferring from a community college or another four-year university, the student should bring a copy of his/her transcript.

Dedication and commitment are the keys to the successful pursuit of a career in theatre and dance. To help students achieve high academic and production standards, the department requires all majors and minors to pass their required classes with a "C" grade or better. Students who receive lower than a "C" will need to "Repeat and Cancel" that course in the following semester.

Preparation

The Theatre Arts Option strongly suggests that students wishing to major in theatre arts be able to deal effectively with the English language. Six to eight courses of college preparatory English are advised. In addition, students have a strong background in vocal skills and basic movement capabilities. Since the theatre affects and makes use of the whole person, awareness, and development of the human body and voice are equally important as the development of the human mind. Therefore, students are urged to take courses in speech, diction, singing, dance, fencing, stage combat, yoga, Pilates, and other recreational activities.

In the Dance Option, it is strongly suggested that students pursuing a career in dance study ballet, modern and jazz dance techniques. In addition, students should take advantage of all available choreography and performance opportunities and view as many dance performances as possible. In addition to high school graduation requirements, the student should study art, music, acting, literature, philosophy, and kinesiology. While attending community college, students should seek choreographic and performance experience in theatre presentations and attend as

many dance performances as possible. Most dance technique courses taken at community colleges in ballet, modern, jazz, tap, and other selected dance styles will transfer to satisfy the lower division requirements for the Dance Option Major and Minor.

Career Possibilities

Theatre Arts Option

Opportunities in the field of acting are expanding as a result of the establishment of year-round professional acting companies, the growth of summer and winter stock companies, outdoor and regional theatre, repertory companies, and dinner theatre. Commercial television, cable television, the Public Broadcast System (PBS), and the movie and music industry employ a large number of actors, as well as other talented personnel. Opportunities also exist in university and community theatre programs.

Related careers available to graduates include the following occupations: actor, playwright, drama coach, dramaturge, theatre historian, critic, designer (set, lighting, sound, costume), make-up artist, technician, theatre manager, director, producer, announcer, recreation director, dancer, musician, entertainer, arts administrator, sales representative, model, dramatic agent, governor of California, and President of the United States .

Many graduates in the Theatre Arts Option find secondary careers in the field of education. Our majors and Theatre Education minors learn how to adapt theatre games, improvisation, pantomime, and storytelling, to help their students in primary and secondary classrooms to develop social, communication, creative, and problem solving skills.

Dance Option

The Dance Option is designed for students who desire to become a performer, choreographer, or teacher. The purpose of the major is to provide students with a broad-based foundation in dance and to prepare them for graduate dance programs, auditioning for and performing in dance companies, teaching opportunities in public schools, private dance studios, fitness programs, theatre, television, industrial shows, and working in "the business." Many graduates in Dance often find secondary careers in the field of education, dance therapy, arts administration, and technical theatre.

Student Organizations

- Toro Forensics- is an award-winning Speech team that competes annually in Public Speaking, Debate, and Oral Interpretation tournaments held throughout Southern California. Students acquire excellent training in speech support, articulation, organization, and non-verbal delivery skills.
- Teatro Dominguez- open to all students, provides high quality theatrical programs that inform, delight, and promote cross-cultural understanding in the Dominguez communities. As actors and directors, discussion leaders, stage managers, playwrights, and business managers, members receive a full experience in developing life skills that will make them effective leaders in tomorrow's pluralistic society.
- The New African Grove Black Theatre Program (BTP)- provides courses, touring shows, and workshops that illuminate the Black experience for people of all ages and ethnic groups. BTP also offers academic scholarships to students interested in playing a leadership role in promoting African-American arts on campus.
- Mosaic Dance is open to all students interested in dance. The dance company works to expand the breadth of the dance program by sponsoring master dance classes and performances.

- American College Dance Association (ACDA)- Interested dance students have opportunities to attend the annual conference and participate in the adjudication concerts. Students will meet students from college dance programs from throughout the Baja Region, take master classes, perform in adjudication concerts, receive performance feedback, and experience dance from other undergraduate and graduate academic institutions.

Graduation With Honors

An undergraduate student may graduate with Honors in Theatre Arts if the following criteria are met:

1. A minimum of 36 units in residence at CSU Dominguez Hills.
2. A minimum GPA of at least 3.5 in all courses used to satisfy the upper division requirements.
3. Recommendation by the faculty in the department of program in which the honors are to be awarded.

Bachelor of Arts in Theatre Arts

Total Course Requirements for the Bachelor's Degree

See the "Requirements for the Bachelor's Degree" in the University Catalog for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

Elective Requirements

Completion of elective courses (beyond the requirements listed below) to reach a total of a minimum of 120 units.

General Education Requirements (55-62 units)

See the "General Education" requirements in the University Catalog or the Class Schedule for the most current information on General Education requirements and course offerings.

Graduation Writing Assessment Requirement

See the "Graduation Writing Assessment Requirement" in the University Catalog.

Major Requirements (42-43 units)

The following courses, or their approved transfer equivalents, are required of all candidates for this degree.

A. Lower Division Required Courses (8 units):

DAN 210. Ballet I (2)

THE 251. Script Analysis (3)

THE 264. Acting I (3)

B. Upper Division Required Courses (5 units):

THE 346. Theatre Workshop (3)

THE 499. Senior Project (2)

Dance Option (29-30 units)

(see Dance section for course descriptions)

A. Lower Division Courses (9-10 units)

1. Required Courses (8 units):

DAN 200. Jazz I (2).

DAN 215. Ballet II (2).

DAN 220. Modern Dance I (2)
DAN 225. Modern Dance II (2)
2. Select one course from the following (1-2 units):
DAN 110. Dance of World Cultures (1)
DAN 120. Tap Dance (1)
DAN 205. Jazz II (2)

B. Upper Division Courses (20 units)

1. Required Courses (14 units):
DAN 310. Ballet III (2)
DAN 320. Modern Dance III (2)
DAN 330. Beginning Choreography I (2)
DAN 335. Beginning Choreography II (2)
DAN 340. Dance Production (1)
DAN 345. Music for Dance (2)
DAN 355. History of Dance (3)
2. Select three courses from the following (6 units):
DAN 300. Jazz III (2)
DAN 305. Jazz IV (2)
DAN 315. Ballet IV (2)
DAN 325. Modern Dance IV (2)
DAN 430. Intermediate Choreography (2)

Technique Advancement

Students may advance to a higher level in a dance technique requirement if they receive prior permission from the advisor for Dance.

Theatre Arts Option (30 units)

A. Upper Division Required Courses (21 units):
THE 342. Design/Tech I: Fundamentals of Theatre Design (3)
THE 343. Design/Tech II: The Design Experience (3)
THE 346. Theatre Workshop (3)
THE 355. World Theatre and Drama I (3)
THE 357. World Theatre and Drama II (3)
THE 364. Acting II (3)
THE 374. Stage Directing (3)

B. Elective Courses (9 units):

THE 322. Oral Interpretation of Literature (3)
THE 329. Forensics Workshop (3)
THE 337. Creative Dramatics (3)
THE 339. Multicultural Children's Theatre (3)
THE 353. Playwriting (3)
THE 464. Acting III (3)
THE 490. Seminar in Theatre Arts (3)
THE 494. Independent Study (1, 2, 3) (up to three 3 units)
THE 495. Special Topics in Theatre (3)

Minor in Theatre Performance (18 units)

A. Lower Division Required Courses (6 units):

THE 251. Script Analysis (3)

THE 264. Acting I (3)

B. Upper Division Required Courses (12 units)

THE 346. Theatre Workshop (3)

THE 364. Acting II (3)

THE 374. Stage Directing (3)

THE 464. Acting III (3)

Minor in Theatre Education (18 units)

A. Upper Division Required Courses (18 units):

THE 337. Creative Dramatics (3)

THE 339. Multicultural Children's Theatre (3)

THE 342. Design/Tech I: Fundamentals of Theatre Design (3)

THE 346. Theatre Workshop (3)

THE 355. World Theatre and Drama I (3) or

THE 357. World Theatre and Drama II (3)

THE 374. Stage Directing (3)

Minor in Speech (13 units)

A. Upper Division Required Courses (13 units):

THE 320. Speech Skills and Techniques (3)

THE 322. Oral Interpretation of Literature (3)

THE 326. Persuasion (3)

THE 329. Forensics Workshop (2)

B. Recommended Course:

THE 323. Interpersonal Communication (3)

Course Offerings

The credit value for each course in semester units is indicated for each term by a number in parentheses following the title. For course availability, please see the list of tentative course offerings in the current Class Schedule.

Lower Division**THE 100 Television, Film and Theatre (3).**

Appreciation of the performing arts of television, film, and the live theatre through the viewing of films and videotapes, as well as attendance at plays and musicals.

THE 120 Fundamentals of Speech (3).

Introduction to the basic principles of speech communication. Classes cover the use of organization and evidence in speech preparation, and emphasize research and performance techniques. Students develop speeches for a variety of topics and situations. A-C/NC grading.

THE 160 Acting for Non-majors (3).

Introductory course for non-majors who wish to develop awareness and control of the voice and body while building self-confidence, and improving concentration and imagination.

THE 251 Script Analysis (3).

A study of classical and contemporary dramas in terms of plot, character, theme, and language. Students analyze one script per week.

THE 264 Acting I (3).

An integrative approach to the actor's emotional, intellectual, physical, and vocal tools. Exercises in characterization, voice, and movement will be emphasized.

Upper Division

THE 320 Speech Skills and Techniques (3).

Effective and persuasive oral communication in a variety of situations: formal address, group discussion interviews, chairing of meetings, and others. Of particular value for Liberal Studies majors, managers and business persons.

THE 322 Oral Interpretation of Literature (3).

Principles and practice in the effective delivery of readings in drama, poetry, and prose.

THE 323 Interpersonal Communication (3).

Prerequisite: THE 120.

Introductory study of interpersonal communication in face-to-face interaction; consideration of interpersonal roles, needs, barriers, perceptions, and adaptation.

THE 326 Persuasion (3).

Discussion of techniques in argumentation and debate; logic, reasoning, and fallacies of reasoning; gathering and testing of evidence, construction of bases, and skills of refutation; practical application through debates about current issues.

THE 329 Forensics Workshop (2).

Intercollegiate competition in debate, persuasive speaking, oral interpretation, reader's theatre, and other competition events. Independent projects in specialized fields. (Only 4 units may be used toward the minor.) Repeatable course. Six hours of production per week.

THE 337 Creative Dramatics (3).

Creating, planning and assessing dramatic exercises, including theatre games, pantomime, and improvisation. Of particular value to prospective teachers of young children.

THE 339 Multicultural Children's Theatre (3).

Analysis of educational theatre, multicultural plays, and folktales. Students discuss educational theatre production and how to create culturally-enriching programs at K-12 schools.

THE 342 Design/Tech I: Fundamentals of Theatre Design (3).

A course in Theatre Arts Utilizing research, discussion and workshop demonstrations in order to integrate the six major areas of theatre design: scenery, costume, lighting, makeup, properties and audio.

THE 343 Design/Tech II: The Design Experience (3).

Students are assigned design projects both on and off campus, where they can apply their skills. Students will work under the supervision of lead and/or master designers.

THE 346 Theatre Workshop (3).

Participation in any aspect of campus theatre or television production including (but not limited to) acting, stage management, scenery, lighting, costume, construction, audio, properties, box office, promotion, and running crews. This participation includes attendance at Theatre Arts productions for the semester enrolled.

THE 353 Playwriting (3).

Theory and practice in writing for the stage. Students explore plotting, characterization, and dialogue; scenes and short plays are submitted for discussion and evaluation.

THE 355 World Theatre and Drama I (3).

History and literature of the theatre from its origins through the 16th century. Emphasis on production styles, cultural background and literary trends.

THE 357 World Theatre and Drama II (3).

History and literature of the theatre from the 16th century to the present with emphasis on production styles, cultural background and literary trends.

THE 364 Acting II (3).

Prerequisites: THE 264 or consent of instructor.

The actor's approach to a role, including text and character analysis. Performance of scenes from plays. Vocal work on dialects with concentration on melody, rhythm, and sound substitutions. Beginning movement work in body alignment, centering and balance.

THE 367 Acting for the Camera (3).

Prerequisite: THE 160 or consent of instructor.

Techniques of directing and performing before the camera. Scenes and presentations will be videotaped both in the studio and on location.

THE 374 Stage Directing (3).

Prerequisites: THE 264 is recommended.

Theories and techniques of directing for professional or educational play production. Students develop the ability to research, analyze and conceptualize in order to plan the rehearsal and performance of a play script. Attendance at the Theatre Arts two mainstage productions is required.

THE 464 Acting III (3).

Prerequisites: THE 264 and THE 364 or consent of instructor.

Study and performance of period scenes involving methods of approaching various types of plays and specific problems they present the actor. Emphasis on the synthesis of analysis, action, characterization, subtext, vocal problems posed by verse and exploration of advanced movement techniques.

THE 490 Seminar in Theatre Arts (3).

Prerequisite: Consent of instructor.

Discussion and exploration of advanced problems in Theatre Arts. Intensive study of one or more subjects relating to the theatre and drama. Three hours of seminar per week.

THE 494 Independent Study in Theatre Arts (1-3).

Prerequisites: Consent of instructor and department chair.

Investigation of a single topic, chosen in consultation with a faculty member, culminating in a paper, presentation, or project. Repeatable course.

THE 495 Special Topics in Theatre (1-3).

Study of a single topic in drama and theatre, to be determined by the instructor. Topic varies each offering. Repeatable course. One to three hours of lecture per week.

THE 496 Off-Campus Internship (1).

Prerequisites: THE 326.

Directed work experience in the industries of local professional theatre, cable television, broadcast stations and networks, production houses, or motion picture studios under the supervision of a professionally-qualified mentor. CR/NC grading only. Repeatable course. Ten hours of work experience per week.

THE 499 Senior Project (2).

A capstone course culminating in the production of a final, collaborative project. Selected in consultation with and evaluated by a faculty panel.

Infrequently Offered Courses

The following courses are scheduled on a "demand" basis. Students should consult the department office for information about the next schedule offering.

THE 453 Contemporary Drama (3).

A study of plays by American and international writers from the last twenty-five years. Emphasis on the works of playwrights from traditionally underrepresented groups.

UNIVERSITY COURSES

Instructors for University courses are drawn from the general faculty. Courses with the University prefix are elective courses for personal growth which combine a theoretical understanding of the subject with practical application. Student Affairs provides other growth experiences on a non-credit basis. Students are encouraged to seek advisement concerning the appropriate courses or development experiences to meet their needs.

Course Offerings

Lower Division

UNV 101 Personal, Social and Intellectual Development (3).

A consideration of individual development with the goal of increasing knowledge of self and others within the University. Topics include self-knowledge and assessment, learning to learn, career development, and making the best use of university resources.

UNV 289 Exploring Leadership and Service Learning (3).

Enhance students' ability to apply leadership theories/concepts, critical/reflective thinking, and improve student leadership on campus. Weekly lectures combined with 30 hours of community service. Topics include personality types, leadership styles, organizational development, affecting change, involving organizations, and diversity.

UNV 295 Selected Topics in University Courses (1-3).

A course in a topic of special interest to both faculty and students for which no current course exists. Topic will be announced in the Schedule of Classes. Repeatable for credit.

UNV 300 Early Field Experience (2).

Prerequisite: LIVESCAN and Negative TB.

Provides prospective single subject teachers with planned, structured field experiences in departmentalized classrooms in middle and senior high schools. Minimum of 45 hours of observation/participation in public schools, grades 7-12, is required. Credit/no credit grading.

UNV 395 Selected Topics in University Courses (1-3).

A course in a topic of special interest to both faculty and students for which no current course exists. Topic will be announced in the Schedule of Classes. Repeatable for credit.

Graduate

UNV 600 Graduate Continuation Course (0).

Graduate students who have completed their course work but not their culminating event or who have other requirements remaining for the completion of their degree, may maintain continuous attendance by enrolling in this course. Signature of graduate program director required.

Infrequently Offered Courses

The following courses are scheduled on a "demand" basis. Students should consult the department office for information about the next schedule offering.

UNV 110 Dominguez Hills Experience (2).

Introduction to resources, services, policies and procedures of the University; teaching of effective listening, inter-personal communication, term paper preparation, and other skills which will enhance and facilitate the educational experience.

UNV 222 Learning How to Study (2).

Provides clarity regarding tasks to accomplish when studying and the tools to do it. Covers skills ranging from "mastering a concept" to "figuring out your term paper topic prior to the night before it's due." Lecture and practice format.

WOMEN'S STUDIES

College of Arts and Humanities

Division of World Cultural and Gender Studies

Minor

Faculty

Ivonne Heinze-Balcazar (Modern Languages), Program Coordinator
Department Office: LCH C-310 (310) 243-3315

Women's Studies Advisory Board

Please contact program office for current membership.

Program Description

The Women's Studies Minor is administered through the College of Arts and Humanities. It explores the experiences of women in cultures and societies around the world. Participants of this program engage in an on-going dialogue and debate related to women's voices. The Women's Studies Program at CSUDH examines the social construction of gender and sexual differences. Women's Studies seeks to acknowledge and understand how gender relates to and intersects with ethnicity, race, social class, religion, sexuality, nationality, globalization and other factors that have shaped women's and men's lives. The interdisciplinary practice of Women's Studies draws from diverse academic approaches. A student's program may draw from approaches such as Anthropology, Chicana Studies, Communication, Creative Writing, Interdisciplinary Studies, Labor Studies, History, Linguistics, Literature, Sociology, Psychology, Political Science, the Visual and Performing Arts, Philosophy, Women and Business, and Asian Pacific Studies. CSUDH Women's Studies students will acquire the knowledge and skills to advocate for social justice and change and engage in service learning. Students will also learn the importance of interconnecting communities, from local to global levels. The Women's Studies Program is part of the Division of World Cultural Studies.

Academic Advisement

Students are expected to seek faculty advisement from faculty teaching in the minor and on a regular basis thereafter. Since Women's Studies courses must be coordinated with many departments, it is especially important that Women's Studies Minors keep in touch with faculty advisors in the program on a regular basis, to keep informed about what courses are being offered each semester so that they can plan their schedules accordingly. Substitution of courses other than those in the program requires the prior approval of an advisor. The faculty can also assist students in recommending graduate programs in Women's Studies.

Preparation

No specific high school or community college courses are required as prerequisites. Students are expected to have adequate reading and writing skills and an interest in understanding the complex forces that determine gender roles.

Career Paths

Women's Studies enables students to meet the challenges of the 21st Century and to become leaders in many different occupations, from business to education, community organizations to

government agencies, politics to research and arts and literature. Our students have launched successful careers as lawyers, teachers, artists, community leaders, elected officials, business managers, and other professionals.

Minor in Women's Studies (15 units)

A. Core Required Courses (3 units):

WMS 250. Introduction to Women's Studies (3)

B. Electives in Women's Studies (12 units):

Students may select from the following courses or courses from other disciplines that focus on women and gender and are pre-approved by a Women's Studies advisor:

CHS 460. Las Chicanas (3)

*CHS 495. Special Topics in Chicana/Chicano Studies (3)

*HIS 379. The Family in History (3)

HIS 380. Women in History (3)

ENG 347. Literature of Ethnicity and Gender (3)

*IDS 320. Interdisciplinary Topics in Human Studies (3)

*IDS 336. Perspectives in Civilizations (3)

POL 325. Women and Politics (3)

PSY 376. Psychology of Gender (3)

*SOC 311. Global Organizations and Social Process (3)

SOC 320. The Family (3)

SOC 334. Women in Society (3)

*SOC 384. Resistance, Inequality, and Communities (3)

WMS 494. Independent Study (1-3)

WMS 495. Special Topics in Women's Studies (3)

WMS 496. Internship in Women's Studies (3)

NOTES:

1. For frequency of courses listed in this program consult the department that offers the specific course of interest.
2. *Students must receive approval from the Women's Studies Coordinator to take these courses.

Course Offerings

Lower Division

WMS 250 Introduction to Women's Studies (3).

Introduces students to Women's Studies. Students learn about gender from a multicultural, multiracial feminist and global perspective. Emphasis is on women's history; gender, culture and nation; social institutions; sexuality, sexism and violence; and local and transnational women's movements.

Upper Division

WMS 494 Independent Study (1-3).

Prerequisites: Consent of instructor and program coordinator.

Independent study of a particular problem, issue, or readings under the direction of a member of the Women's Studies faculty. Course is not repeatable for credit in the Women's Studies minor.

WMS 495 Special Topics in Women's Studies (3).

An intensive study of an issue or a concept in Women's Studies that is of particular interest to both the faculty member and the students. Repeatable course with different topics. Three hours of seminar per week.

WMS 496 Internship in Women's Studies (3).

Practical application of coursework in Women's Studies through supervised work and field experience in politics, law, art, communications, social welfare agencies or other area as approved by the instructor and coordinator of the program. Course is not repeatable for credit in the Women's Studies minor.

