

Dear Students:

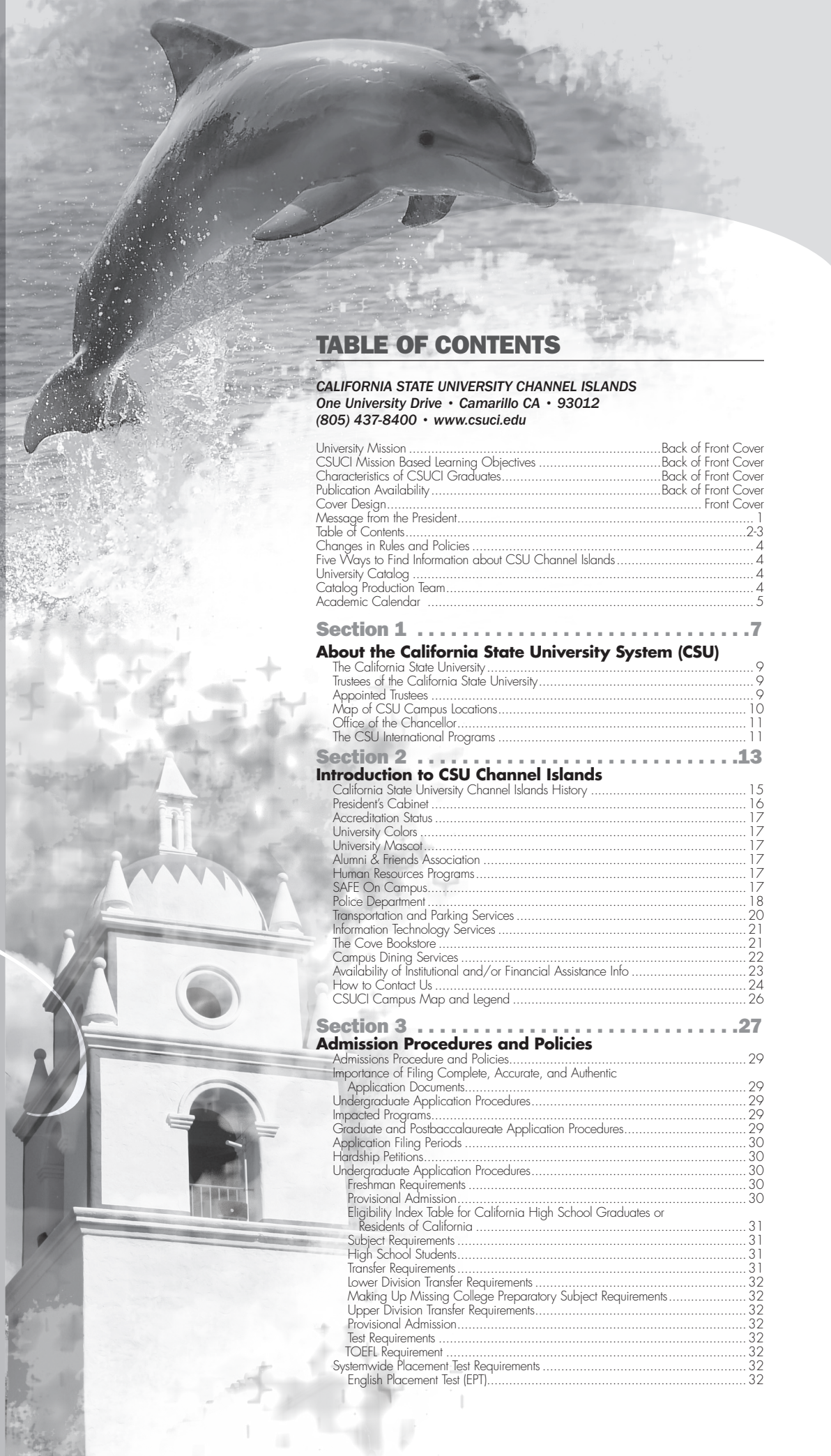
Welcome to California State University Channel Islands! Whether you plan to earn a degree or a certificate, or take classes for personal enrichment, you will find what you are seeking and so much more at CSUCI. Even during our brief history, CSUCI has built a reputation for academic excellence and a community of learners. Our goal is to provide the best possible educational experience to each of our students. I encourage you to take advantage of our small class sizes and get to know your professors. Our faculty, administrators, and staff strongly support the University's mission of placing students at the center of all that we do and our intent upon helping you be successful.

Physically, our campus continues to change as we improve the infrastructure, buildings, and facilities to support our students, expand our successful programs, and begin new ones. In addition to enjoying the natural beauty of the campus and the compelling architecture of the campus buildings, we have services and programs to support your educational journey. Student organizations provide an excellent support network and will help you connect with peers who share your aspirations and dreams, so I encourage you to become involved in our academic and social clubs.

At CSUCI, you will be respected and valued. Our commitment to diversity helps us lead students on an expedition of knowledge and a voyage of discovery. Adding your diverse experiences to the campus mix enriches everyone's education. Your presence here will positively impact the campus and, conversely, CSUCI will help you accomplish your goals in life. Welcome to the CSUCI family!

Sincerely yours,

Richard R. Rush
President



Catalog 2008-2009

California State University Channel Islands

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One University Drive • Camarillo CA • 93012
(805) 437-8400 • www.csuci.edu

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Changes in Rules and Policies and Finding Information About CSUCI

Although every effort has been made to assure the accuracy of the information in this catalog, students and others who use this catalog should note that laws, rules, and policies change from time to time and that these changes may alter the information contained in this publication. Changes may come in the form of statutes enacted by the Legislature, rules and policies adopted by the Board of Trustees of the California State University, by the Chancellor or designee of the California State University, or by the President or designee of the campus. It is not possible in a publication of this size to include all of the rules, policies and other information, which 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 which apply to students. This catalog does not constitute a contract or the terms and conditions of a contract between the student and the institution or the California State University. The relationship of the student to the institution is one governed by statute, rules, and policy adopted by the Legislature, the Trustees, the Chancellor, the President and their duly authorized designees.

University Catalog

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

California State University Channel Islands

One University Drive
Camarillo, CA 93012
Telephone: (805) 437-8400
CSUCI Home Page: http://www.csuci.edu
CSUCI Web Service Portal: http://my.csuci.edu/

Five Ways to Find Information about CSU Channel Islands

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

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

California State University Channel Islands
Calendar for the 2008 - 2009 Academic Year & Summer Term

Fall 2008 Semester

August 20-22	Wednesday - Friday	Faculty Orientation
August 23	Saturday	Saturday classes begin
August 25	Monday	First official day of classes
September 1	**Monday**	**Labor Day Holiday; campus closed**
November 10	Monday	No classes; campus open
November 11	**Tuesday**	**Veteran's Day Holiday; campus closed**
November 27-29	**Thursday - Saturday**	**Thanksgiving Recess; campus closed**
December 6	Saturday	Last day of formal instruction.
December 8-13	Monday - Saturday	Final examinations
December 15-16	Monday – Tuesday	Department meetings and conferences
December 17	Wednesday	Evaluation Day
December 19	Friday	Instructors' grades due
December 19	Friday	Last day of the Fall 2008 semester
December 25-January 1	**Thursday–Thursday**	**Campus Closed**

Spring 2009 Semester

January 15-16, 2009	Thursday - Friday	Faculty Orientation
January 17	Saturday	Saturday classes begin
January 19	**Monday**	**Dr. Martin Luther King, Jr. Day; campus closed**
January 20	Tuesday	First official day of classes
March 23-28	Monday-Saturday	Spring Recess; no instruction
March 30	Monday	No classes; campus open
March 31	**Tuesday**	**César Chávez Holiday; campus closed**
May 1	Friday	Honors Convocation
May 8	Friday	Last day of formal instruction
May 9-15	Saturday-Friday	Final examinations
May 16	Saturday	Commencement
May 18	Monday	Evaluation Day
May 22	Friday	Instructors' grades due
May 22	Friday	Last day of 2008-2009 academic year
May 25	**Monday**	**Memorial Day Holiday; all offices closed**

Summer 2009 Term (Nursing Program Only)

May 25, 2009	**Monday**	**Memorial Day Holiday; campus closed**
May 26	Tuesday	Session I (5 weeks) officially begins
June 26	Friday	Session I ends
June 29	Monday	Session II (6 weeks) officially begins
July 3	**Friday**	**Independence Day Holiday observed; campus closed**
August 7	Friday	Session II ends

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CSUCI CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

Academic Holiday Schedule

Labor Day	Monday	September 1, 2008
Veteran's Day	Tuesday	November 11, 2008
Thanksgiving Day	Thursday	November 27, 2008
Admission Day Observed	Friday	November 28, 2008
Christmas Day	Thursday	December 25, 2008
Columbus Day Observed	Friday	December 26, 2008
Lincoln's Birthday Observed	Monday	December 29, 2008
Washington's Birthday Observed	Tuesday	December 30, 2008

**No holiday available to cover closure on Wednesday, December 31, 2008;*

New Year's Day	Thursday	January 1, 2009
Dr. Martin Luther King, Jr. Day	Monday	January 19, 2009
César Chávez Day	Tuesday	March 31, 2009
Memorial Day Observed	Monday	May 25, 2009
Independece Day Observed	Friday	July 3. 2009

Fall 2008 Saturday Classes

August 23, 30
September 6, 13, 20, 27
October 4, 11, 18, 25
November 1, 8, 15, 22
December 6

Spring 2009 Saturday Classes

January 17, 24, 31
February 7, 14, 21, 28
March 7, 14, 21
April 4, 11, 18, 25
May 2



Catalog 2008-2009

California State University Channel Islands

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The California State University

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

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

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

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

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

The CSU offers more than 1,800 bachelor's and master's degree programs in some 240 subject areas. Many of these programs are offered so that students can complete all upper division and graduate requirements by part-time, late afternoon, and evening study. In addition, a variety of teaching and school service credential programs are available. A limited number of doctoral degrees are offered jointly with the University of California and with private institutions in California. In 2005, the CSU was authorized to independently offer educational doctorate (Ed.D.) programs, and seven CSU campuses launched their Ed.D. programs in fall 2007.

Enrollments in fall 2005 totaled 417,000 students, who were taught by some 23,000 faculty. The system awards about half of the bachelor's degrees and a third of the master's degrees granted in California. Nearly 2.5 million persons have been graduated from CSU campuses since 1961.

Trustees of the California State University

Ex Officio Trustees

The Honorable Arnold Schwarzenegger, Governor of California — State Capitol, Sacramento 95814

The Honorable John Garamendi, Lieutenant Governor of California — State Capitol, Sacramento 95814

The Honorable Fabian Núñez, Speaker of the Assembly — State Capitol, Sacramento 95814

The Honorable Jack O'Connell, State Superintendent of Public Instruction — 721 Capitol Mall, Sacramento 95814

Dr. Charles B. Reed, Chancellor of The California State University — 401 Golden Shore, Long Beach 90802-4210

Officers of the Trustees

The Honorable Arnold Schwarzenegger
President

Jeffrey L. Bleich
Vice Chair

Roberta Achtenberg
Chair

Richard P. West
Treasurer

Christine Helwick
Secretary

Appointed Trustees

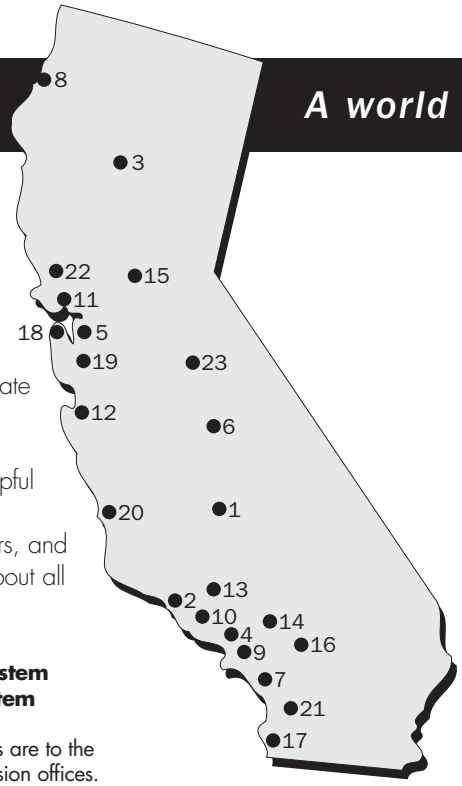
Appointments are for a term of eight years, except student, alumni, and faculty trustees whose terms are for two years. Terms expire in the year in parentheses. Names are listed alphabetically.

Roberta Achtenberg (2015)
Jeffrey Bleich (2010)
Herbert L. Carter (2011)
Carol Chandler (2012)
Debra S. Farar (2014)
Kenneth Fong (2013)
George Gowgani (2010)
Melinda Guzman (2012)
William Hauck (2009)
Raymond W. Holdsworth Jr. (2011)
Ricardo F. Icaza (2008)
Bob Linscheid (2009)
Peter Mehas (2015)
Henry Mendoza (2008)
Lou Monville (2014)
Jennifer Reimer (2008)
Craig Smith (2009)
Glen Toney (2013)

Correspondence with Trustees should be sent to:
c/o Trustees Secretariat
The California State University
401 Golden Shore
Long Beach, California 90802-4210

CSU

A world of information is just a click away.



Check out the admission website for the entire California State University: **www.csumentor.edu.** You will find helpful hints, frequently asked questions, campus tours, and general information about all 23 campuses.

S - **Semester system**
Q - **Quarter system**

Note: Phone numbers are to the campus admission offices.

1 **California State University, Bakersfield • Q**
9001 Stockdale Highway, Bakersfield, CA 93311-1099
Dr. Horace Mitchell, President
(661) 664-2011 • www.csub.edu

2 **California State University Channel Islands • S**
One University Drive, Camarillo, CA 93012
Dr. Richard R. Rush, President
(805) 437-8400 • www.csuci.edu

3 **California State University, Chico • S**
400 West First Street, Chico, CA 95929-0150
Dr. Paul J. Zingg, President
(530) 898-4636 • www.csuchico.edu

4 **California State University, Dominguez Hills • S**
1000 East Victoria Street, Carson, CA 90747-0005
Dr. Mildred Garcia, President
(310) 243-3301 • www.csudh.edu

5 **California State University, East Bay • Q**
25800 Carlos Bee Boulevard, Hayward, CA 94542
Dr. Mohammad Qayoumi, President
(510) 885-3000 • www.csueastbay.edu

6 **California State University, Fresno • S**
5241 North Maple Avenue, Fresno, CA 93740
Dr. John D. Welty, President
(559) 278-4240 • www.csufresno.edu

7 **California State University, Fullerton • S**
800 N. State College Boulevard, Fullerton, CA 92834-9480
Dr. Milton A. Gordon, President
(714) 278-2011 • www.fullerton.edu

8 **Humboldt State University • S**
One Harpst Street, Arcata, CA 95521-8299
Dr. Rollin C. Richmond, President
(707) 826-3011 • www.humboldt.edu

9 **California State University, Long Beach • S**
1250 Bellflower Boulevard, Long Beach, CA 90840-0115
Dr. F. King Alexander, President
(562) 985-4111 • www.csulb.edu

10 **California State University, Los Angeles • Q**
5151 State University Drive, Los Angeles, CA 90032
Dr. James M. Rosser, President
(323) 343-3000 • www.calstatela.edu

11 **California Maritime Academy • S**
200 Maritime Academy Drive, Vallejo, CA 94590
Dr. William B. Eisenhardt, President
(707) 654-1000 • www.csum.edu

12 **California State University Monterey Bay • S**
100 Campus Center, Seaside, CA 93955-8001
Dr. Diane F. Harrison, President
(831) 582-3330 • www.csumb.edu

13 **California State University, Northridge • S**
18111 Nordhoff Street, Northridge, CA 91330
Dr. Jolene Koester, President
(818) 677-1200 • www.csun.edu

14 **California State Polytechnic University, Pomona • Q**
3801 W. Temple Avenue, Pomona, CA 91768
Dr. J. Michael Ortiz, President
(909) 869-2290 • www.csupomona.edu

15 **California State University, Sacramento • S**
6000 J Street, Sacramento, CA 95819
Dr. Alexander Gonzalez, President
(916) 278-6011 • www.csus.edu

16 **California State University, San Bernardino • Q**
5500 University Parkway, San Bernardino, CA 92407-2397
Dr. Albert K. Karnig, President
(909) 880-5000 • www.csusb.edu

17 **San Diego State University • S**
5500 Campanile Drive, San Diego, CA 92182
Dr. Stephen L. Weber, President
(619) 594-5000 • www.sdsu.edu

18 **San Francisco State University • S**
1600 Holloway Avenue, San Francisco, CA 94132
Dr. Robert A. Corrigan, President
(415) 338-1111 • www.sfsu.edu

19 **San José State University • S**
One Washington Square, San Jose, CA 95192-0001
Mr. Don Kassing, President
(408) 924-1000 • www.sjsu.edu

20 **California Polytechnic State University, San Luis Obispo • Q**
One Grand Avenue, San Luis Obispo, CA 93407
Dr. Warren J. Baker, President
(805) 756-1111 • www.calpoly.edu

21 **California State University, San Marcos • S**
333 S. Twin Oaks Valley Road, San Marcos, CA 92096-0001
Dr. Karen S. Haynes, President
(760) 750-4000 • www.csusm.edu

22 **Sonoma State University • S**
1801 East Cotati Avenue, Rohnert Park, CA 94928-3609
Dr. Ruben Armiñana, President
(707) 664-2880 • www.sonoma.edu

23 **California State University, Stanislaus • 4-1-4**
One University Circle, Turlock, CA 95382-0299
Dr. Hamid Shirvani, President
(209) 667-3122 • www.csustan.edu

Office of the Chancellor

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

Dr. Charles B. Reed	Chancellor – CSU System
Dr. Gary Reichard	Executive Vice Chancellor and Chief Academic Officer
Mr. Richard P. West	Interim Vice Chancellor and Chief Financial Officer
Ms. Gail Brooks	Interim Vice Chancellor, Human Resources
Ms. Christine Helwick	General Counsel
Dr. Keith Boyum	Associate Vice Chancellor, Academic Affairs



The California State University International Programs

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

International Programs participants earn resident academic credit at their CSU campuses while they pursue full-time study at a host university or special study center abroad. The International Programs serves the needs of students in over 100 designated academic majors. Affiliated with more than 70 recognized universities and institutions of higher education in 20 countries, the International Programs also offers a wide selection of study locales and learning environments.

Australia	Griffith University Macquarie University Queensland University of Technology University of Queensland University of Western Sydney Victoria University
Canada	The universities of the Province of Quebec including: Bishopís University Concordia University McGill University Université Laval Université de Montréal Université du Quebec system
Chile	Pontificia Universidad Católica de Chile (Santiago)
China	Peking University (Beijing)
Denmark	Denmark's International Study Program (the international education affiliate of the University of Copenhagen)
France	Institut des Etudes Françaises pour Étudiants Étrangers, L'Académie díAix-Marseille (Aix-en Provence) Universités de Paris III, IV, V, VI, VII, VIII, IX, X, XI, XII, XIII, the Institute of Oriental Languages and Civilizations, and Université Evry.
Germany	Universität Tübingen and a number of institutions of higher education in the Federal state of Baden-Württemberg
Ghana	University of Ghana, Legon

Israel	Tel Aviv University The Hebrew University of Jerusalem University of Haifa
Italy	CSU Study Center (Florence) Universitá degli Studi di Firenze La 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	University of Kwazulu Natal Nelson Mandela Metropolitan University
Spain	Universidad Complutense de Madrid Universidad de Granada
Sweden	Uppsala University
Taiwan	National Taiwan University (Taipei) National Tsing Hua University
United Kingdom	Bradford University Bristol University Hull University Kingston University Sheffield University University of Wales Swansea
Zimbabwe	University of Zimbabwe (Harare)

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

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



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Introduction to CSU Channel Islands

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California State University Channel Islands History

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

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

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

The CSU Board of Trustees appointed Richard R. Rush Founding President of California State University Channel Islands and he assumed his duties in June 2001. Dr. Rush's formal inauguration was held in April 2002. During the course of establishing the initial structures of the University, Dr. Rush has overseen and been directly involved in the hiring of faculty and the University's senior staff. In addition, he has directed the development of the University's strategic, academic and physical master plans,

John Spoor Broome Library



John Spoor Broome Library is the intersection of tradition and innovation, the physical and the intellectual, print and electronic, learning and teaching. It is both a stunning architectural gathering place and a 'cyberspace' where students and faculty can relate imagination to knowledge, and where classic texts and electronic resources reside in harmony.

PRESIDENT'S CABINET



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



Theodore D. Lucas
Provost and Vice President for Academic Affairs, 2004-2008
- Interim Vice President, Academic Affairs, 2003-2004
- Chief of Staff, 1999-2003
- Director and Chair of the School of Music and Dance, San José State University, 1989-1999



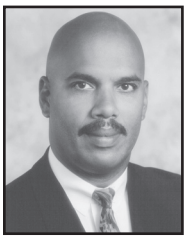
Julia C. Wilson
Vice President for University Advancement, 2008-Present
- Executive Director of Development/West Coast Office, Grameen Foundation, 2007-2008
- Chief Executive Officer, CommNexus, 2001-2006
- Director of Corporate and Foundation Relations, San Diego State University, 1998-2001
- Director, Western Regional Office/Regional Campaign Director in Los Angeles, Arizona State University, 1990-1998



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



Therese Eyermann
Special Assistant to the President, 2004-Present
- Executive Asst. to the Executive Vice Chancellor, UCLA, 2000-2004,
- Coordinator, Program Evaluation and Research, UCLA, 1995-2000,
- Director of Financial Aid, University of Judaism, 1987-1994



Wm. Gregory Sawyer
Vice President for Student Affairs, 2002-Present
- Founding Dean of Student Services, Florida Gulf Coast University, 1995-2002
- Dean of Students, University of North Texas, 1990-1995



Maureen McQuestion
Chief Information Officer, 2005-Present
- Director, Academic Development and Services Cleveland State University, 2002-2005
- Director, Technology and Education Operations, Maxine Goodman Levin College of Urban Affairs, Cleveland State University, 2000-2003

infrastructure and road improvements, the acquisition of adjacent land, as well as successfully leading the University's efforts to achieve initial accreditation from the Western Association of Schools and Colleges (WASC).

The formal opening of CSU Channel Islands was held on August 16, 2002. The public ceremony included participation by Governor Gray Davis, as well as educational and community leaders from throughout the state. Classes began on August 24 with approximately 1,320 full-time transfer students enrolled for the first year. The first freshmen class arrived in fall 2003. At full capacity, CSU Channel Islands will serve more than 15,000 full-time equivalent students.

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

The physical campus continues to grow at a steady pace to keep up with student and academic needs. The first major University construction project on the campus was the Science Building completed in 2003. This structure provides much needed lab and auditorium space for students. The prestigious John Spoor Broome Library designed by world-renowned architect, Foster + Partners, opened in spring 2008 and provides a state-of-the-art teaching and learning library for students, faculty, staff, and the community.

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

Accreditation Status

California State University Channel Islands is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC), 985 Atlantic Avenue, #100, Alameda, CA 94501, (510) 748-9001.

University Colors

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

University Mascot

A petition was presented to CSU Channel Islands by local Chumash leaders that the dolphin be the University's official mascot. The sacred story of why the Chumash cherish the dolphin is contained in "The Rainbow Bridge" legend. Simultaneously, the founding student leadership of CSUN–CI petitioned to have the dolphin as CSU Channel Islands' mascot. The request was warmly received by the students, faculty, and staff.

"The Rainbow Bridge" — A Chumash Legend

The first Chumash people were created on Santa Cruz Island. They were made from seeds of a magic plant by the Earth Goddess, whose name was Hutash. Hutash was married to the Sky Snake (the Milky Way). He could make lightning bolts with his tongue. One day, he decided to make a gift to the Chumash people. He sent down a bolt of lightning, and this started a fire. After this, people kept fires burning so that they could keep warm, and so that they could cook their food.

In those days, the condor was a white bird. But the condor was very curious about the fire he saw burning in the Chumash village. He wanted to find out what it was. So he flew very low over the fire to get a better look. But he flew too close; he got his feathers scorched and they turned black. So now the condor is a black bird, with just a little white left under the wings where they didn't get burned.

After Sky Snake gave them fire, the Chumash people lived more comfortably. More people were born each year, and their villages got bigger and bigger. Santa Cruz Island was getting crowded. And the noise the people made was starting to annoy Hutash. It kept her awake at night. So, finally, she decided that some of the Chumash would have to move off the island. They would have to go to the mainland, which was less populated. But how were the people going to get across the water to the mainland? Finally, Hutash had the idea of making a bridge out of a rainbow. She made a very long, very high rainbow, which stretched from the tallest peak on Santa Cruz Island all the way to the tall mountains near Carpinteria.

Hutash told the people to go across the Rainbow Bridge and fill the whole world with people. So the Chumash people started to go across the bridge. Some of them got across safely, but some of them made the mistake of looking down. It was a long way down to the water, and the fog was swirling around. They got so dizzy that some of them fell off the Rainbow Bridge, down, down, through the fog, into the ocean. Hutash felt very badly about this, because she had told them to cross the bridge. She didn't want them to drown. Instead, she turned them into dolphins. So the Chumash have always said that dolphins were their brothers and sisters.

CSUCI Alumni & Friends Association

Location

University Hall, Room 1545
(805) 437-8952
Fax (805) 437-2716

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

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

Human Resources Programs

Location

University Hall
(805) 437-8490
Fax (805) 437-8491

Our mission is to support California State University Channel Islands' mission to place students at the center of an educational experience that emphasizes experiential learning, multiculturalism and international perspectives by providing a comprehensive human resources program to University department managers, directors, supervisors and employees designed to support and compliment this effort. Human Resources Programs is committed to creating a consistently cooperative and productive work environment that enriches all University functions and thereby enhances student success. We accomplish this by providing quality personalized guidance and support to our faculty and staff in benefits administration, compensation and classification, professional training and development, environmental health and safety, risk management, diversity and equity, and amicable resolution of employment and labor disputes through collaboration, mutual respect and dignity.

For additional information, please contact Human Resources Programs.

SAFE On Campus

SAFE (Students, Administrators and Faculty for Equality) is a program sponsored by the Lesbian, Gay, Bisexual and Transgender (LGBT) subcommittee of the Commission on Human Relations, Diversity and Equity.

Mission: The SAFE On Campus program seeks to reduce homophobia and heterosexism at CSU Channel Islands.

Through education, advocacy, and promoting awareness, the program contributes to building a campus climate that is safe and accepting of all members of the University community.

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

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

For additional information regarding SAFE ON CAMPUS, please contact Human Resources Programs (805) 437-8490.

Police Department

CSU Channel Islands enjoys the benefits associated with living in a rural area outside of heavily populated areas. The campus is located within one of the safest areas in the western United States.

The CSU Channel Islands Police Department is responsible for providing law enforcement services for the campus. Police officers are the only campus officials designated to receive crime reports. The Police Department is located on University Drive, one block from the campus entrance, adjacent to Lot A1. The Police Department is open 24 hours a day, 7 days a week. The department encourages prompt reporting of all crimes, potential criminal actions, and other emergencies on campus, either in person or by calling 911 or from any telephone. For non-emergencies please call (805) 437-8444.

CSU Channel Islands police officers are commissioned, sworn peace officers with full enforcement authority throughout the state. Officers are responsible for reporting and investigating crimes and traffic accidents, responding to medical emergencies, enforcing laws and local ordinances, and all other incidents requiring police assistance. Criminal cases are forwarded to the Ventura County District Attorney's Office for prosecution. Police officers provide 24-hour patrol of the campus and surrounding neighborhood on foot, in vehicles, and on bicycles. Most police officers are also certified emergency medical technicians (EMT-1) and are the first responders to all medical emergencies.

Safe Campus Management

The CSU Channel Islands Police Department strives to support the mission of the University by creating an atmosphere that encourages learning and safety.

The Police Department takes a proactive approach to safety that includes four interactive elements: prevention, intervention, education, and enforcement. All of these elements require collaboration with the key components of our campus community: students, faculty, staff, and visitors. While the Police Department takes pride in its leadership role, safety is everyone's concern.

The department takes steps to notify the campus community of potential criminal activity through a variety of methods. These include crime alert bulletins, the department's Web page, e-mail, voicemail, the campus newspaper, and local television and radio stations. The department encourages faculty, staff, students, and visitors to take responsibility for their own safety by taking proactive steps to reduce the likelihood of crime on campus. Crime prevention literature is available in the University Police Department lobby and via the department's Web page (www.csuci.edu/campserv/police/index.htm). The department's crime prevention program offers numerous programs and workshops that are open to students, faculty, and staff.

Some of the programs available include:

- Rape Aggression Defense (RAD)
- Sexual Assault Awareness and Prevention
- Alcohol/Drug Awareness/Anti-Drunk Driving Workshops
- Personal Safety Awareness

Department members work closely with other departments on campus such as Housing and Residential Education, Student Health Services, and Personal Counseling Services in a teamwork approach to educating the campus community on such issues as alcohol and drug abuse, drinking and driving, sexual assault, and domestic violence.

Individual Responsibility

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

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

Identifying Yourself to Campus Officials

When requested, you are required to properly identify yourself to any campus official, including police officers. Failure or refusal to do so may result in disciplinary action.

Crime Reporting

Immediately call the Police Department at 911 to report a crime on campus. Special crime alerts are prepared and distributed campuswide via e-mail in circumstances involving violence and/or the safety of others. The Police Department maintains a daily activity log, which can be viewed at the Police Department dispatch center. The Police Department also prepares an annual security report for distribution. This information is available to students, parents, and employees through the Division of Student Affairs. This information is also available on the Police Department Web site at www.csuci.edu/campserv/police/index.htm.

Important Telephone Numbers

Public Safety
On Campus – ext. 8444
Off Campus – (805) 437-8444

Emergency
On Campus – 911
Off Campus – 911

Evening Escort Service – (805) 437-8444 or ext. 8444

Rape and Sexual Violence

As a proactive approach to preventing rape and sexual violence, the CSU Channel Islands Police Department offers educational and informational programs throughout the year to decrease the likelihood of assault occurring on campus or to our students.

The CSU Channel Islands Police Department takes every reported case of rape, attempted rape, or other forms of sexual violence very seriously. If you are a victim of sexual violence, call the Police Department immediately. If the assault occurred off campus, the Police Department will assist you in contacting the appropriate police department and the victim's services unit, which provides resources for counseling and medical assistance. The CSU Channel Islands Police Department shall consider the victim's position and preferences throughout these investigations.

In the occurrence of an assault, the Dean of Student Life will be contacted. Assistance will be provided with contacting professionals, family, or friends. The Dean will also make or assist in making any changes in the victim's academic and living situations after an alleged sex offense, if available. The Dean of Student Life will also coordinate any campus disciplinary process.

Harassment

The University takes any type of harassment complaint very seriously. Harassment is conduct that is reasonably perceived as:

- Creating an intimidating, hostile, or offensive environment;
- Interfering with an individual's work performance, educational activities, or programs; and
- Adversely affecting an individual's employment opportunity, educational activities, or programs.

Fire Safety

Call Public Safety at 911 to report a fire. Public Safety will contact the Ventura County Fire Department.

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

Note: Misuse of fire equipment is punishable by law and subject to a fine of $500.

Emergency Disaster Procedures

When an emergency is declared and evacuation ordered or when it becomes obvious that evacuation is necessary, all students should report to the appropriate evacuation sites. Staff will assist students as needed, take attendance, and keep students in their assigned areas until all persons are accounted for. Students are asked to remain at the evacuation site until otherwise instructed. Do not attempt to re-enter any building until you are advised that it is safe to do so.

Injured persons should go, or be taken to, the Student Health Center, Police Department, or designated First Aid Station. Health Center personnel and other trained personnel will be available to assist injured persons.

Code Blue Telephones/Emergency Telephones

Distinctive "code blue" phones are located in many areas on campus, and dial directly to the Police Department.

Lost and Found

If you believe that you have lost an item, check with the Police Dispatch Center, which is located in the Public Safety Building or call ext. 8880. Property that has been turned in will be recorded and held for six months. After six months, if the owner does not claim the item, it may be disposed of in accordance with CSU regulations.

If you believe an item has been stolen, a police employee will file a report or assist you in filing a report with the appropriate jurisdiction.

Substance Abuse

The legal drinking age in California is 21. California state law deals strongly with underage drinking and makes it a crime to furnish alcohol to underage individuals. Any person found responsible for illegal possession, distribution, or consumption of any controlled substance, including alcohol, will be subject to disciplinary action by the University and may be subject to action by civil authorities. The Police Department works closely with Personal Counseling Services to provide education and information programs to prevent substance abuse.

Weapons

To prevent personal injury, CSU Channel Islands prohibits the possession or use of any potentially dangerous weapon or explosives on University property. Firearms, ammunition, a knife with more than a two-inch blade, paint-ball guns, air guns, CO2 powered BB or pellet guns, spring-type weapons and slingshots, and firecrackers are among prohibited items. All prohibited weapons needed for employment must be checked in with the Police Department and stored there.

Pets/Animals

With the exception of certified service animals, pets or animals are not allowed on campus. This restriction does not apply to University Glen. Limited exceptions for educational purposes are allowed with prior approval from the Dean of the Faculty.

Access to Campus Buildings

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

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

Off-Campus Safety

The University's concern for its students does not end at the edge of campus. Although CSU Channel Islands police officers do not respond to off-campus locations for calls, they will assist you in any way possible concerning criminal or safety matters in the Ventura County area. If you are concerned for your immediate safety, dial 911. Students living off campus should follow these precautions:

1. Install and use a deadbolt and a peephole on your door and effective locking devices on your windows.
2. Be sure to request identification or call a visitor's business before admitting an unknown visitor into your home. Police officers, sales people, or repair people on legitimate business will display credentials whenever asked.
3. Do not open your door to strangers in need; instead, offer to call for assistance.
4. If you live alone, do not advertise it. Use only your first initial and last name on your mailbox or in the telephone book.
5. When moving into a house or apartment, it is wise to have the door locks changed. Previous owners, tenants, or past employees may still have keys.
6. If you receive a wrong number telephone call, do not give the caller your name, number, address, or any information to indicate you are alone. Do not prolong the conversation. If you receive an obscene call, hang up immediately and notify the local Police Department.
7. Window shades and drapes should be drawn after dark. Leave lights on in two or more rooms to indicate the presence of other persons.
8. Apartment laundry rooms, parking garages, and elevators are environments for trouble. Be alert and cautious. If your suspicions are aroused, avoid the area.
9. Get to know your neighbors so you can watch out for each other and provide mutual protection.

Transportation and Parking Services

Transportation and Parking Services (TPS) provides a variety of services to the campus community. Information about these services is available on the TPS Web page at www.csuci.edu/parking/index.htm or by calling (805) 437-8430 or ext. 8430.

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

Shuttle Bus Service

As an alternative to parking on campus, a shuttle service is offered at a reduced cost of $25 per semester, with no cost during summer session. For your convenience, the shuttle operates from three (3) sites:

Oxnard
"C" Street Transfer Point
"C" Street and Channel Islands Blvd.

Near Oxnard College
Southwest corner of Bard Road and Simpson Drive

Camarillo
Camarillo Metrolink Station
Lewis Road and Ventura Boulevard

The shuttle service is available Monday through Friday, 7 a.m. to 10:20 p.m., and Saturday, 7:30 a.m. to 5:20 p.m. Parking at the sites is free. To utilize this service and purchase your photo transit card, stop by TPS to complete an application and have your photo taken. Please allow 10 minutes to process your card.

Bicycles

Bicycles and bicyclists shall comply with the California Vehicle Code while riding on campus. Riding is restricted to roadways and main pedestrian pathways. Riding inside buildings, on stairs, and other facilities is strictly prohibited.

Skateboards, Scooters, and Rollerblades

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

Escort/On-Campus Shuttle Service

Escorts and on-campus shuttles are available Monday through Friday, 5 p.m. to 11 p.m. These shuttles transport students, faculty and staff from the Bell Tower to the parking lots. If students, faculty or staff feel uncomfortable or unsafe about walking to a vehicle after these hours or has any other special needs, a police officer will be dispatched for escort services. Please call ext. 8888 or 8444 to request this service.

Information Technology Services

IT Help Desk

Help desk staff are available to provide limited technical assistance to students. The IT Help Desk is located on the first floor of the Broome Library. The IT Help Desk hours are (Fall and Spring Semester) Monday through Thursday: 8 a.m.–10 p.m.; Friday: 8 a.m.–5 p.m.; Saturday: 8:30 a.m.–1:30 p.m.

Computing Lab

Instructional computing labs are housed in various locations on campus. A complete list can be found at http://www.csuci.edu/it/labs.htm. The student public access computers and printers are located in the Library. In addition, there are a limited number of laptop computers that students can check out from the library for use on campus. All public use computers are installed with commonly used software including, word processing, spreadsheet, data analysis, and Internet connectivity tools.

Passwords

When admitted to the University, a letter is generated with your individual User ID and a unique, randomly generated, password. This letter will be sent to the address on file with the University. The User ID and Password are used to gain access to services such as, MyCSUCI, Blackboard, Dolphin E-Mail, Library Services and the wireless network. You will be required to change your password by logging into a campus computer with the User ID and password information sent to you. Instructions on changing your password can be found at http://www.csuci.edu/it/passwordchange/

Blackboard

Blackboard us the official web-based course management system and is used to deliver course material electronically. Blackboard based courses can be accessed 24/7 at http://csuci.blackboard.com (note: there is no www). To login, enter your user name and password. Your user name is your PeopleSoft user name. Example: pat.jones999.

Dolphin Email

Dolphin Email accounts are automatically given to all registered students. Dolphin Email is accessible from anywhere over the internet. To access your email, complete the following steps:

- Go to: http://mail.dolphin.csuci.edu
- Enter your user name. Your user name is your PeopleSoft user name. Example: pat.jones999
- Password: Enter your password.

Virus Software

Student owned laptops are expected to be protected from computer viruses. The University has a site license for Sophos. Sophos virus protection is freely available to all registered students. To access the Sophos download, complete the following steps:

- Go to: http://www.csuci.edu/it/software.htm
- Click on the link labeled "Installation" under Downloads for the appropriate version of the Sophos Program for your Operating System (Windows or Mac)
- Enter your user name. Your user name is your PeopleSoft user name. Example: pat.jones999
- Password: Enter your password.

Wireless Network

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

Executive Order 999

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

For additional assistance with any of our services, please visit the Technology Center in Ojai Hall, call us at (805) 437-8552, or send an e-mail to: helpdesk@csuci.edu.

The Cove Bookstore

The Cove Bookstore is dedicated to serving the academic mission of California State University Channel Islands. We take great pride in serving our customers with their textbook, trade book, and general merchandise needs either in our store or through our virtual bookstore on efollett.com. In addition to serving the faculty and students with their academic needs, we also invite the community to visit the store, browse our extensive book selection, and relax and read in our comfortable reading area. The bookstore is presently located in the newly constructed Town Center behind the library. The bookstore is open Monday–Thursday 7:30 a.m.–7:00 p.m., Friday 7:30 a.m.–3:30 p.m. and Saturday 10:00 a.m.–2:00 p.m. For additional information about our products and services please contact us at bookstore@csuci.edu or (805) 437-8833 or (805) 482-5456.

Campus Dining Services

Cal State Channel Islands' main dining services area, the Islands Café, is located at 71 University Drive in the South Quad.

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

Grill 155º ensures exceptional quality and quick service. Cheeseburgers, chicken tenders, and grilled chicken breast sandwiches highlight the menu, with plenty of special promotional sandwiches on a rotating basis. With combo meals prominently featured, it's easy to order a great value!

Signatures Deli offers the speed and convenience to get the sandwich that you want when you want it. With multiple choices of gourmet breads, meats, cheeses, vegetables and spreads, your possibilities are unlimited. Take any sandwich and make it a Panini. Choose the Weekly Special Sandwich Combo to create a great value meal!

Ultimate Baja takes you across the boarder and lets you sample the flavors of Baja. Tacos, nachos and burritos top the list of favorites. Combine them with Cilantro Lime Rice and baja-style black beans. Add sides of guacamole, sour cream and four choices of home made salsa.Check out our weekly specials for great deals and added value.

Kikka Sushi, Santa Monica's premier sushi company comes to the Islands Café live every Friday. Sushi chefs prepare your order right before your eyes. Kikka Sushi also delivers fresh sushi daily, so there is always plenty to go around.

Expeditions 360° is the station where our chefs get to shine. Open for lunch only, Monday through Thursday, we bring you comfort foods like fried chicken with mashed potatoes, and carved tri-tip with Santa Maria style red beans. Features like teriyaki shrimp bowls and daily vegetarian dishes are also found here.

The Smart Market is for people on the go. Grab-and-go sandwiches and salads, yogurt parfaits, fat free and lowsugar puddings and desserts by the slice are packaged and ready to go.

La Cucina Del Leone is like a slice of Italy with its old world dishes. Pizza by the slice remains the staple and is featured daily. Daily pasta specials vary from favorites like Fettuccine Alfredo, penne in a marinara sauce, and cheese-stuffed ravioli or tortellini with your choice of sauce. Freshly baked breadsticks and side salads complete the menu. Served nightly, Monday through Friday from 4:30 p.m. until closing, you may add a grilled 6 ounce New York steak or, filet of salmon, to compliment your pasta meal.

For more information about campus food services, catering and weekly menus, click the Sodexho website through the following link: http://csucidiningservices.com.

Additional dining opportunities include coffee house service in the Broome Library, and food service venues in the CSUCI University Glen Town Center.

Campus Community Meal Plan: "Dolphin Dollars"

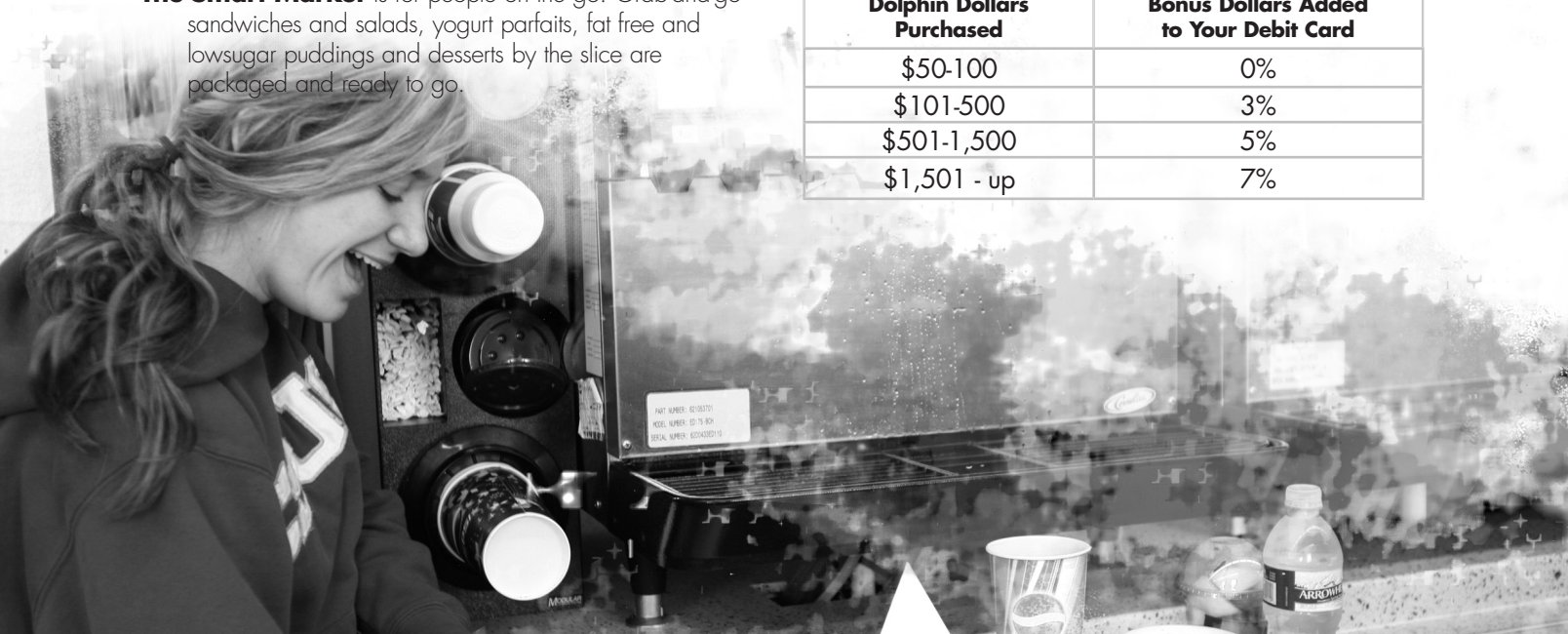
Note: *This meal plan option does not apply to students living on campus. A different meal plan program is mandatory for students living in Anacapa and Santa Cruz Villages.*

The meal plan allows campus community members to deposit a balance on a "Dolphin Dollars" card that is used to purchase items in the Islands Café. The larger the deposit applied to the debit card, the greater the discount! (see Discount Chart below). Additional deposits can be made to your meal plan account at any time. With "Dolphin Dollars" campus community members can even treat family and friends to a meal. When compared to other meal plans at various campuses, our plan provides the maximum benefit and great flexibility.

Please note that balances remaining on student Dolphin Dollar cards do not roll over to the next academic year and any balance remaining on the student's meal card will be forfeited on May 31.

Discount Chart

Dolphin Dollars Purchased	Bonus Dollars Added to Your Debit Card
$50-100	0%
$101-500	3%
$501-1,500	5%
$1,501 - up	7%



Availability of Institutional and/or Financial Assistance Information

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

1. A description of the federal, state, institutional, local, and private student financial assistance programs available to students who enroll at CSUCI;
2. For each aid program, a description of procedures and forms by which students apply for assistance, student eligibility requirements, criteria for selecting recipients from the group of eligible applicants, and criteria for determining the amount of a student's award;
3. A description of the rights and responsibilities of students receiving financial assistance, including federal Title IV student assistance programs, and criteria for continued student eligibility under each program;
4. The satisfactory academic progress standards that students must maintain for the purpose of receiving financial assistance and criteria by which a student who has failed to maintain satisfactory progress may reestablish eligibility for financial assistance;
5. The method by which financial assistance disbursements will be made to students and the frequency of those disbursements;
6. The terms of any loan received as part of the student's financial aid package, a sample loan repayment schedule, and the necessity for repaying loans;
7. The general conditions and terms applicable to any employment provided as part of the student's financial aid package;
8. The responsibility of CSUCI for providing and collecting exit counseling information for all student borrowers under the federal student loan programs; and
9. The terms and conditions for deferral of loan payments for qualifying service under the Peace Corps Act, the Domestic Volunteer Service Act of 1973, or comparable volunteer community service.

Information concerning **the cost of attending CSUCI** is available from Cashier's Office, (805) 437-8533 and includes fees and tuition (where applicable); the estimated costs of books and supplies; estimates of typical student room, board, and transportation costs; and, if requested, additional costs for specific programs.

Information concerning the **refund policies of CSUCI** for the return of unearned tuition and fees or other refundable portions of institutional charges is available from Cashier's Office, Sage Hall.

Information concerning policies regarding the return of federal Title IV student assistance funds as required by regulation is available from the Financial Aid Office, Sage Hall, (805) 437-8509.

Information regarding special facilities and services available to **students with disabilities** may be obtained from Disability Resource Programs, Bell Tower Building. (805) 437-8510.

Information concerning CSUCI policies, procedures, and facilities for students and other to report **criminal actions or other emergencies** occurring on campus may be obtained from the Public Safety Office, (805) 437-8444.

Information concerning CSUCI **annual campus security report** may be obtained from the Public Safety Office, (805) 437-8444.

Information concerning the **prevention of drug and alcohol abuse and rehabilitation** programs may be obtained from the Office of Student Life, Bell Tower Building. (805) 437-8510.

Information regarding **student retention and graduation rates** at CSUCI 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 Office of Institutional Research, Sage Hall. (805) 437-8979.

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

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

Information concerning **grievance procedures for students** who feel aggrieved in their relationships with the university, its policies, practices and procedures, or its faculty and staff may be obtained from the Dean of Student Life, (805) 437-8510.

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

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

How to Contact Us

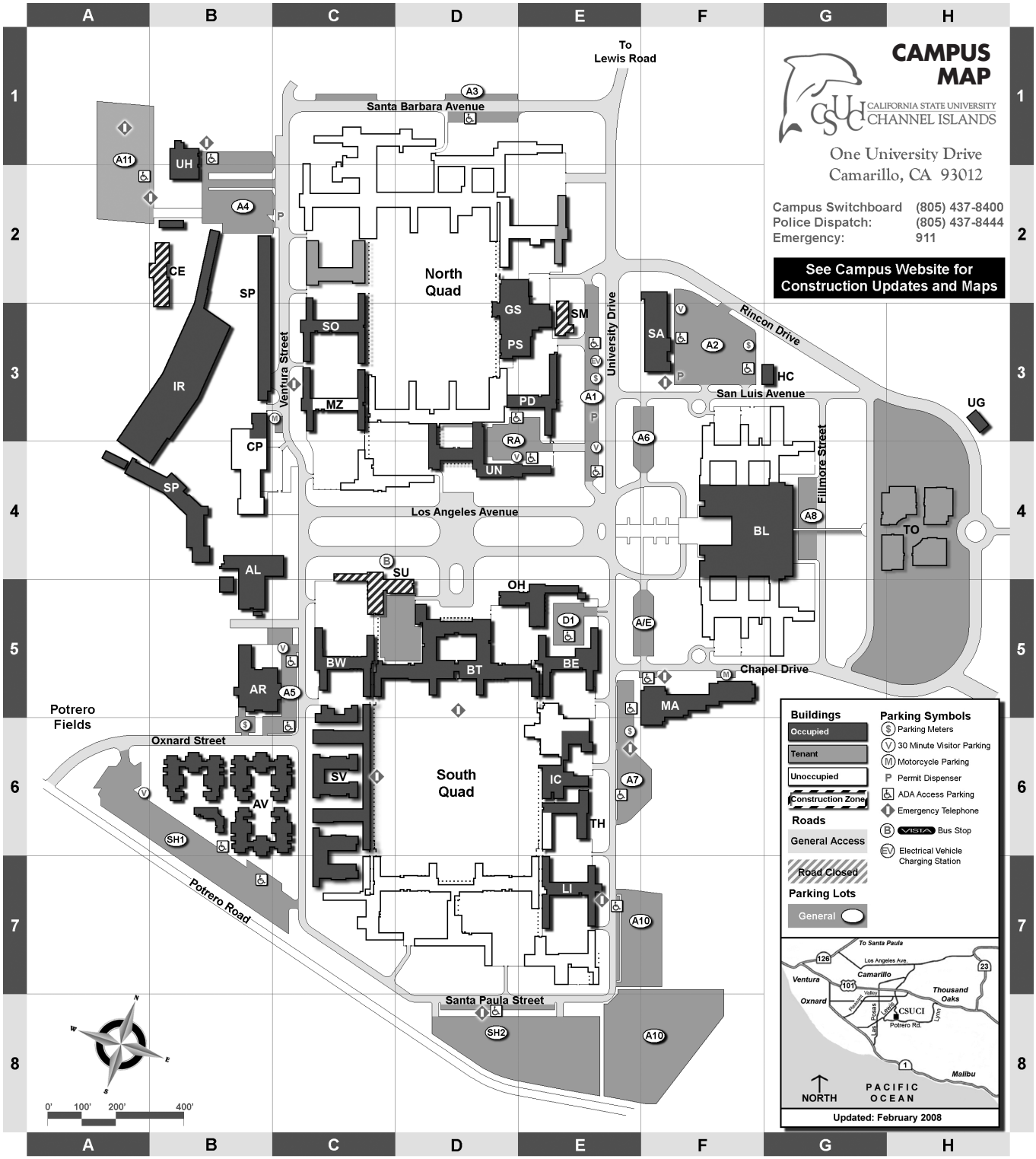
Emergency or Fire, Dial 911 from Campus Phones or use Blue Light Phones
CSUCI Main Operator, Dial (805) 437-8400

TOPIC	CONTACT OFFICE	LOCATION	EXTENSION	WEBSITE ADDRESS (if applicable)
Academic Advising (Current Students)	Advising Center	Bell Tower	8571	http://www.csuci.edu/academics/advising/currentstudents.htm
Academic Programs and Planning	Office of Academic Programs and Planning	Sage Hall	8540	http://www.csuci.edu/app
Admissions	Admissions & Recruitment	Sage Hall	8500	http://www.csuci.edu/admissions
Associated Students, Inc	Associated Students, Inc	The Hub	3151	http://asi.csuci.edu/
Billing or Account Balances	University Cash Services	Sage Hall	8810	http://www.csuci.edu/campserv/finance/university_cashier.htm
Bookstore, The Cove	The Cove Bookstore	University Town Ctr	805.482.5456	http://www.csuci.bkstr.com
Campus Recreation	Athletics and Campus Recreation	Arroyo Hall, Recreation Ctr	8902	http://www.csuci.edu/recreation
Campus Tours	Admissions & Recruitment	Sage Hall	8520	http://www.csuci.edu/students/studentrecruitment/tours.htm
Career Counseling	Student Life	Bell Tower	3270	http://www.csuci.edu/careerdevelopment
Clubs and Organizations	Student Life	Bell Tower	8998	http://studentgov.csuci.edu/studentclubs.htm
Commencement (Graduation Ceremony)			3100	http://www.csuci.edu/students/commencement.htm
Credentials	Credentialing Office	Bell Tower	8953	http://education.csuci.edu
Dean of the Faculty	Office of the Dean	Bell Tower	8967	http://www.csuci.edu/academics/deansoffice
Disability Resource Programs	Student Life	Bell Tower	3331	http://www.csuci.edu/disability
Dolphin VIP (Prospective Students)	Admissions & Recruitment	Sage Hall	3158	http://www.csuci.edu/goCSUCI
Employment Information, Students	Student Life	Bell Tower	3270	http://www.csuci.edu/careerdevelopment
Educational Opportunity Program (EOP)	Student Life	Bell Tower	8939	http://www.csuci.edu/studentlife/eop.htm
Fees – Paying for Registration	University Cash Services	Sage Hall	8810	http://www.csuci.edu/campserv/finance/university_cashier.htm
Financial Aid, Work Study and Scholarships	Financial Aid	Sage Hall	8530	http://www.csuci.edu/financialaid/
Graduation Ceremony (Commencement)			3100	http://www.csuci.edu/students/commencement.htm
Graduation Requirements	Advising Center	Bell Tower	8571	http://www.csuci.edu/academics/advising

How to Contact Us

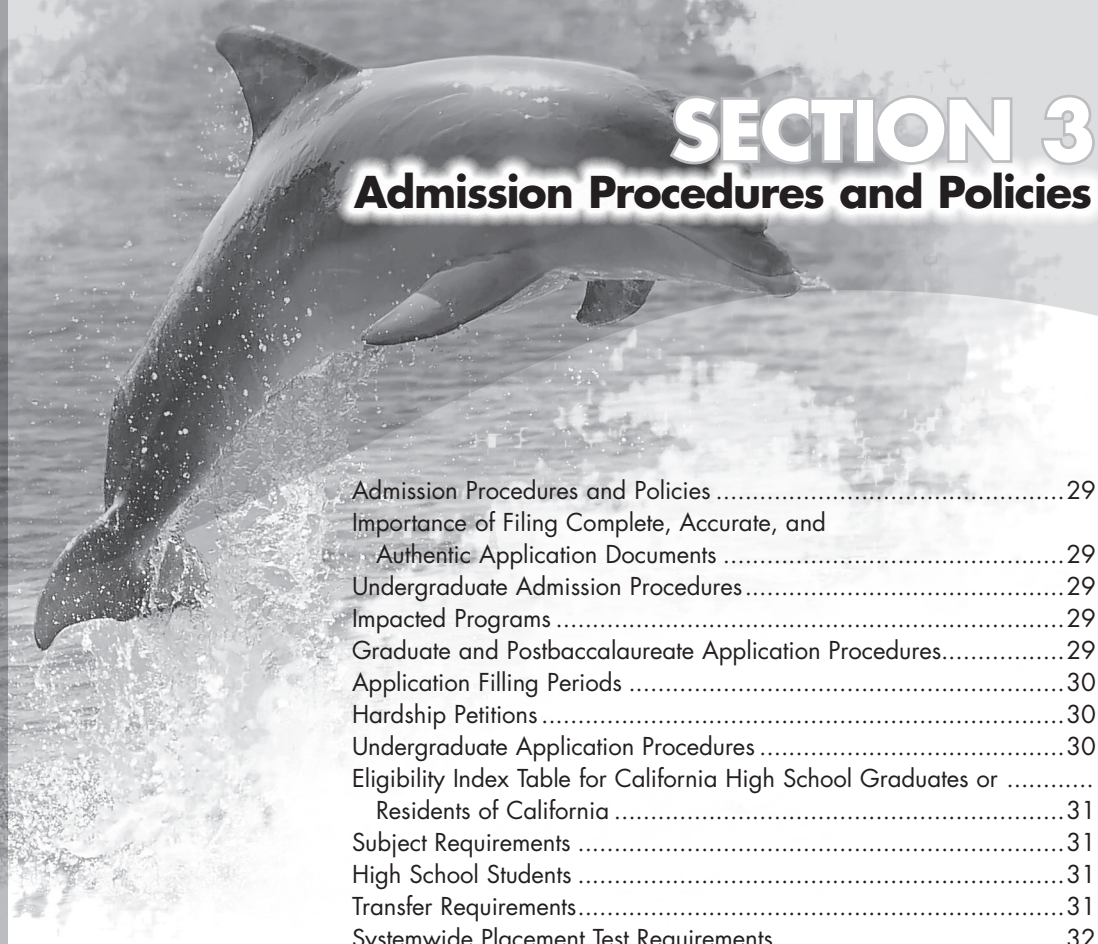
Emergency or Fire, Dial 911 for Campus Phones or use Blue Light Phones
CSUCI Main Operator, Dial (805) 437-8400

TOPIC	CONTACT OFFICE	LOCATION	EXTENSION	WEBSITE ADDRESS (if applicable)
Health Services	Student Life	Student Heath and Counseling Center	8828	http://www.csuci.edu/studenthealth
Housing (On Campus)	Housing & Residential Education	Santa Cruz Village	2733	http://www.csuci.edu/housing
Housing (Off Campus)	Student Life	Bell Tower	8998	http://www.csuci.och101.com
The Hub	Student Life	The Hub	8932	http://www.csuci.edu/studentlife/hub.htm
ID Cards	University Cash Services	Sage Hall	8810	http://www.csuci.edu/campserv/finance/university_cashier.htm
IT Help Desk	Information Technology	Broome Library	8552	http://www.csuci.edu/it
Library	University Library	University Library	8561	http://www.library.csuci.edu
Orientation	New Student Center	Bell Tower	3141	http://www.csuci.edu/studentlife/orientation.htm
Parking	Transportation & Parking Services	Public Safety Building	8430	http://www.csuci.edu/parking
PeopleFinder	Campus Online Directory	Website	8552	http://www.csuci.edu/directory
Personal Counseling Services	Student Life	Student Health and Counseling Center	8828	http://www.csuci.edu/students/personalcounsel.htm
Police (Campus)	Police Department	Public Safety Building	8444	http://www.csuci.edu/publicsafety
President's Office	Office of the President	University Hall	8410	http://www.csuci.edu/president
Provost & Vice President for Academic Affairs	Office of the Vice President	Bell Tower	8441	http://www.csuci.edu/provost
Records (Registration/ Grades/Transcripts)	Records & Registration	Sage Hall	8500	http://www.csuci.edu/students/registrationrec.htm
Recruitment (Prospective Students)	Admissions & Recruitment	Sage Hall	8520	http://www.csuci.edu/students/studentrecruitment
Registration, Online (MyCSUCI/Peoplesoft)	Records & Registration	Sage Hall	8500	http://my.csuci.edu
Schedule of Classes	Office of the Dean	Bell Tower	8967	http://www.csuci.edu/academics/scheduleandcatalog.htm
Tutoring	Univ Math & Writing Center	Bell Tower	8409	http://www.csuci.edu/academics/advising/tutoring.htm
Veterans Services	Records & Registration	Sage Hall	8500	http://www.csuci.edu/veterans
Vice President for Student Affairs	Office of the Vice President	Bell Tower	8536	http://www.csuci.edu/studentaffairs/offofvp.htm



	Building	Address	Grid
AL	Aliso Hall	47 Ventura St.	B4
AR	Arroyo Hall	57 Ventura St.	B5
AV	Anacapa Village	73 Ventura St.	B6
BL	Broome Library	50 University Dr.	F4
BW	Bell Tower West	56 Ventura St.	C5
BT	Bell Tower	46 Los Angeles Ave.	D5
BE	Bell Tower East	57 University Drive	E5
CE	Central Plant		B2
CP	Chaparral Hall	35 Ventura St.	E3
GS	Grand Salon	North Quad	G3
HC	Health Center	21 San Luis Ave.	E6
IC	Islands Cafe	71 University Dr.	B3
IR	Ironwood Hall	Corporation Yard	C4
LI	Lindero Hall	81 University Dr.	E7
MA	Malibu Hall	20, 22, 24 Chapel Dr.	F5

	Building	Address	Grid
MZ	Manzanita Hall	34 Ventura St.	C3
OH	Ojai Hall	38 Los Angeles Ave.	E5
PD	Public Safety/Parking	33 University Dr.	E3
PS	Petit Salon	North Quad	E3
SA	Sage Hall	26 University Dr.	F3
SM	Smith Decision Center	25 University Drive	E3
SP	Shops	Corporation Yard	B3
SO	Solano Hall	26 Ventura St. Ave.	C3
SU	University Student Union	54 Los Angeles Ave.	C4
SV	Santa Cruz Village	74 Ventura St.	C6
TH	Topanga Hall	71 University Dr.	E6
TO	Town Center	45 Rincon St.	H4
UG	University Glen Sales	36 Rincon St.	H3
UH	University Hub	9 Ventura St.	B1
UN	University Hall	45 Los Angeles Ave.	D4



SECTION 3
Admission Procedures and Policies

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ADMISSION PROCEDURES AND POLICIES

Requirements for admission to CSU Channel Islands 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 on the World Wide Web at http://www.csumentor.edu. The CSUMentor system allows students to browse through general information about CSU's twenty-three 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 encouraged, and admissions decisions are usually expedited, when on-line applications have been submitted Application in "hard copy" form may be obtained online or from the Office of Admission at any of the campuses of the California State University.

Importance of Filing Complete, Accurate, and Authentic Application Documents

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

Undergraduate Application Procedures

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

Impacted Programs

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

The CSU will announce during the fall filing period those programs that are impacted and the supplementary criteria campuses will use. Detailed impaction information is available at http://www.calstate.edu/AR/impactioninfo.shtml and via www.csumentor.edu. That announcement will also be published in the CSU Review distributed to high school and college counselors, and made available online at http://www.calstate.edu/AR/csureview. Information about the supplementary criteria is also provided to program applicants.

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 admissions consideration.

Supplementary Admission Criteria

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

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

Graduate and Postbaccalaureate Application Procedures

All graduate and post-baccalaureate applicants (e.g., joint PhD and EdD applicants, master's degree applicants, those seeking educational credentials, and holders of baccalaureate degrees interested in taking courses for personal or professional growth) must file a complete graduate application as described in the graduate and post-baccalaureate admission materials at www.csumentor.edu. Applicants 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 preferable. An electronic version of the CSU graduate application is available on the World Wide Web at http://www.csumentor.edu. Application forms may also be obtained from the Graduate Studies Office or the Admissions Office of any California State University campus.

Application Filing Periods

Terms in 2008-09	Applications First Accepted	Initial Filing Period	Filing Period Duration
Fall Semester or Quarter 2009	October 1, 2008	October 1-November 30, 2008	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 http://www.csumentor.edu/filing_status/Default.asp.
Spring Semester or Quarter 2010	August 1, 2009	August 1-31, 2009	

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 campus requirements for admission to an impacted program. Unless specific written approval/confirmation is received, an offer of admission is not transferable to another term or to another campus.

Hardship Petitions

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

Undergraduate Application Procedures

Freshman Requirements

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

1. Have graduated from high school, have earned a Certificate of General Education Development (GED) or have passed the California High School Proficiency Examination; and

2. Have a qualifiable minimum eligibility index (see section on Eligibility Index); and

3. Have completed with grades of C or better each of the courses in the comprehensive pattern of college preparatory subject requirements (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 (EI) can be calculated by multiplying a grade point average by 800 and adding your total score on the **mathematics and critical reading scores** of the SAT. Students who took the ACT, multiply your the grade point average by 200 and add 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.

For admission to terms during the 2008-2009 college year, the university has no plans to include the writing scores from either of the admissions tests in the computation of the CSU Eligibility Index.

Persons who neither graduated from a California high school nor are a resident of California for tuition purposes, need a minimum index of 3502 (SAT) or 842 (ACT). Graduates of secondary schools in foreign countries must be judged to have academic preparation and abilities equivalent to applicants eligible under this section.

An applicant with a grade point average of 3.00 or above (3.61 for nonresidents) is not required to submit test scores. However, all applicants for admission are urged to take the SAT or ACT and provide the scores of such tests to each CSU to which they seek admission. Campuses use these test results for advising and placement purposes and may require them for admission to impacted majors or programs. Impacted CSU campuses require SAT or ACT scores of all applicants for freshman admission.

Provisional Admission

CSU Channel Islands may provisionally admit first-time freshman applicants based on their academic preparation through the junior year of high school and planned for the senior year. The campus will monitor the senior year of study to ensure that admitted students complete their senior year of

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

GPA	ACT Score	SAT Score	GPA	ACT Score	SAT Score	GPA	ACT Score	SAT Score	GPA	ACT Score	SAT Score	GPA	ACT Score	SAT Score
3.00 and above qualifies with any score			2.81	14	660	2.60	18	820	2.39	22	990	2.18	26	1160
			2.80	14	660	2.59	18	830	2.38	22	1000	2.17	26	1170
			2.79	14	670	2.58	18	840	2.37	22	1010	2.16	27	1180
2.99	10	510	2.78	14	680	2.57	18	850	2.36	23	1020	2.15	27	1180
2.98	10	520	2.77	14	690	2.56	19	860	2.35	23	1020	2.14	27	1190
2.97	10	530	2.76	15	700	2.55	19	860	2.34	23	1030	2.13	27	1200
2.96	11	540	2.75	15	700	2.54	19	870	2.33	23	1040	2.12	27	1210
2.95	11	540	2.74	15	710	2.53	19	880	2.32	23	1050	2.11	28	1220
2.94	11	550	2.73	15	720	2.52	19	890	2.31	24	1060	2.10	28	1220
2.93	11	560	2.72	15	730	2.51	20	900	2.30	24	1060	2.09	28	1230
2.92	11	570	2.71	16	740	2.50	20	900	2.29	24	1070	2.08	28	1240
2.91	12	580	2.70	16	740	2.49	20	910	2.28	24	1080	2.07	28	1250
2.90	12	580	2.69	16	750	2.48	20	920	2.27	24	1090	2.06	29	1260
2.89	12	590	2.68	16	760	2.47	20	930	2.26	25	1100	2.05	29	1260
2.88	12	600	2.67	16	770	2.46	21	940	2.25	25	1100	2.04	29	1270
2.87	12	610	2.66	17	780	2.45	21	940	2.24	25	1110	2.03	29	1280
2.86	13	620	2.65	17	780	2.44	21	950	2.23	25	1120	2.02	29	1290
2.85	13	620	2.64	17	790	2.43	21	960	2.22	25	1130	2.01	30	1300
2.84	13	630	2.63	17	800	2.42	21	970	2.21	26	1140	2.00	30	1300
2.83	13	640	2.62	17	810	2.41	22	980	2.20	26	1140	Below 2.00 does not qualify for regular admission		
2.82	13	650	2.61	18	820	2.40	22	980	2.19	26	1150			

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, and cancel any university registration for students who are found not to be eligible after the final transcript has been evaluated.

Applicants will qualify for regular (non-provisional) admission when the university verifies that they have graduated and received a diploma from high school, have a qualifiable minimum eligibility index, have completed the comprehensive pattern of college preparatory "a-g" subjects, and, if applying to an impacted program, have met all supplementary criteria. The CSU uses only the SAT mathematics and critical reading scores in its admission eligibility equation. The SAT or ACT writing scores are not currently used by CSU campuses.

Subject Requirements

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

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

High School Students

Students still enrolled in high school will 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 the right to continued enrollment.

Transfer Requirements

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

Lower Division Transfer Requirements

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

1. Will meet the freshman admission requirements (grade point average and subject requirements) in effect for the term to which they are applying (see "Freshman Requirements" section); or

2. Were eligible as a freshman at the time of high school graduation except for the subject requirements, and have been in continuous attendance in an accredited college since high school graduation, and have made up the missing subjects.

Applicants who graduated from high school prior to 1988 should contact the Admission Office to inquire about alternative admission programs.

Making Up Missing College Preparatory Subject Requirements

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

1. Complete appropriate courses with a C or better in adult school or high school summer sessions.

2. Complete appropriate college courses with a C or better. One college course of at least three semester or four quarter units will be considered equivalent to one year of high school study.

3. Earn acceptable scores on specified examinations.

Please consult with any CSU Admission Office for further information about alternative ways to satisfy the subject requirements.

Due to enrollment pressures, many CSU campuses do not admit or enroll lower division transfer students.

Upper Division Transfer Requirements

Generally, applicants will qualify for admission as an upper division transfer student if they meet the following requirements:

1. They have a grade point average of at least 2.0 (C or better) in all transferable units attempted; and
2. They are in good standing at the last college or university attended; and they have completed at least 60 semester units of college coursework with a grade of C or better in each course to be selected from courses in English, arts and humanities, social science, science and mathematics at a level at least equivalent to courses that meet general education requirements. The 60 units must include 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.

Provisional Admission

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

Test Requirements

Freshman and transfer applicants who have fewer than 60 semester or 90 quarter units of transferable college credit must submit scores, unless exempt (see "Eligibility Index" on page 31), 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 October or November. Test scores also are used for advising and placement purposes. Registration forms and dates for the SAT or ACT are available from school or college counselors or from a CSU campus testing office.

Or students may write to or call:

The College Board (SAT I)
Registration Unit, Box 6200
Princeton, New Jersey 08541
(609) 771-7588
www.collegeboard.org

ACT Registration Unit
P.O. Box 414
Iowa City, Iowa 52240
(319) 337-1270
www.act.org

TOEFL Requirement

TOEFL 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. Some majors may require a score higher than 500. Applicants taking the Computer Based Test of English as a Foreign Language must present a score of 173 or above. Some majors and some campuses may require a higher score. Some campuses may also use alternative methods of assessing English fluency.

CSU Minimum TOEFL Standards are:

	Internet	Computer	Paper
Undergraduate	61	173	500
Graduate	80	213	550

Systemwide Placement Test Requirements

The California State University requires that each entering undergraduate, except those who qualify for an exemption, take the CSU Entry Level Mathematics (ELM) examination and

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

Students register for the EPT and/or ELM at their local CSU campus. Questions about test dates and registration materials may be addressed to Student Life, CSU Channel Islands, One University Drive, Camarillo, CA 93012 (805) 437-8511.

English Placement Test (EPT)

The CSU English Placement Test (EPT) is designed to assess the level of reading and writing skills of entering undergraduate students so that they can be placed in appropriate baccalaureate-level courses. The CSU EPT must be completed by all entering undergraduates, with the exception of those who present proof of one of the following:

- A score of "Exempt" on the augmented English CST, i.e. the CSU Early Assessment Program (EAP), taken in grade 11 as part of the California Standards Test.
- A score of 550 or above on the verbal section of the College Board SAT taken April 1995 or later.
- A score of 24 or above on the enhanced ACT English Test taken October 1989 or later.
- A score of 680 or above on the re-centered and adjusted College Board SAT II: Writing Test taken May 1998 or later.
- A score of 3, 4, or 5 on either the Language and Composition or the Composition and Literature examination of the College Board Advanced Placement program.
- Completion and transfer of a course that satisfies the General Education-Breadth or Intersegmental General Education Transfer Curriculum (IGETC) written communication requirement, provided this course was completed with a grade of C or better.

Directed Self Placement (DSP)

Directed Self Placement will be the only method used on the Channel Islands campus to place students into freshman composition courses. EPT scores will not be used. Students will be given guidance in Directed Self Placement during Orientation and will select English 105, Composition and Rhetoric, or the English 102, 103 Stretch Composition sequence. Completion of English 105 or English 102 plus English 103 satisfies the freshman writing requirement.

Entry Level Mathematics (ELM) Placement Examination

The Entry Level Mathematics (ELM) Placement Examination is designed to assess the skill levels of entering CSU students in the areas of mathematics typically covered in three years of rigorous college preparatory courses in high school (Algebra I, Algebra II, and Geometry). The CSU ELM must be completed by all entering undergraduates with the exception of those who present proof of one of the following:

- A score of "Exempt" on the augmented mathematics California Standards Test, i.e., the CSU Early Assessment Program (EAP), taken in grade 11.
- A score of "conditionally exempt" on the augmented CST, i.e. the CSU Early Assessment Program (EAP) plus successful completion of a Senior-Year Mathematics Experience (SYME).
- A score of 550 or above on the mathematics section of the College Board SAT or on the College Board SAT Subject Tests-Mathematics Tests Level I, IC (Calculator), II, or IIC (Calculator).
- A score of 23 or above on the ACT Mathematics Test.
- A score of 3 or above on the College Board Advanced Placement Calculus examination (AB or BC) or Statistics examination.
- Completion and transfer of a course that satisfies the General Education-Breadth or Intersegmental General Education Transfer Curriculum (IGETC) quantitative reasoning requirement provided the course was completed with a grade of C or better.

Adult Students

As an alternative to regular admission criteria, an applicant who is twenty-five 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.

Graduation Requirement in Writing Proficiency

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

Graduation Writing Assessment Requirement

The Graduation Writing Assessment Requirement will be satisfied through the completion of 9 units of Upper-Division Interdisciplinary general Education courses, which are writing intensive. (SP 14-03)

Graduate and Post-Baccalaureate Admission Requirements

Admission Requirements

Graduate and post-baccalaureate applicants may apply for a degree objective, a credential or certificate objective, or 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 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:

- Post-Baccalaureate Unclassified – 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. Some departments may restrict enrollment of unclassified students because of heavy enrollment pressure. Admission in this status does not constitute admission to, or assurance of consideration for admission to, any graduate degree or credential program; (Some CSU campuses do not offer admission to unclassified post-baccalaureate students) 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

- 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

- 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.

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

Graduate-Postbaccalaureate TOEFL Requirement

All graduate and post-baccalaureate applicants, regardless of citizenship, whose native language is not English and whose preparatory education was principally in a language other than English must demonstrate competence in English. Those who do not possess a bachelor's degree from a postsecondary institution where English is the principal language of instruction must receive a minimum score of 550 on the Test of English as a Foreign Language (TOEFL). Some programs require a higher score. Applicants taking the Computer-Based Test of English as a Foreign Language must present a score of 213 or above. Some programs may require a higher score.

Some CSU campuses may use alternative methods for assessing fluency in English.

International (Foreign) Student Admission Requirements

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

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

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 majors or programs with limited openings.

Other Applicants

Intrasystem and Intersystem Enrollment Programs

Students enrolled at any CSU campus will have access to courses at other CSU campuses on a space available basis unless those campuses or programs are impacted. This access

is offered without students being required to be admitted formally to the host campus and sometimes without paying additional fees. Although courses taken on any CSU campus will transfer to the student's home CSU campus as elective credit, students should consult their home campus academic advisors to determine how such courses may apply to their degree programs before enrolling at the host campus.

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

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

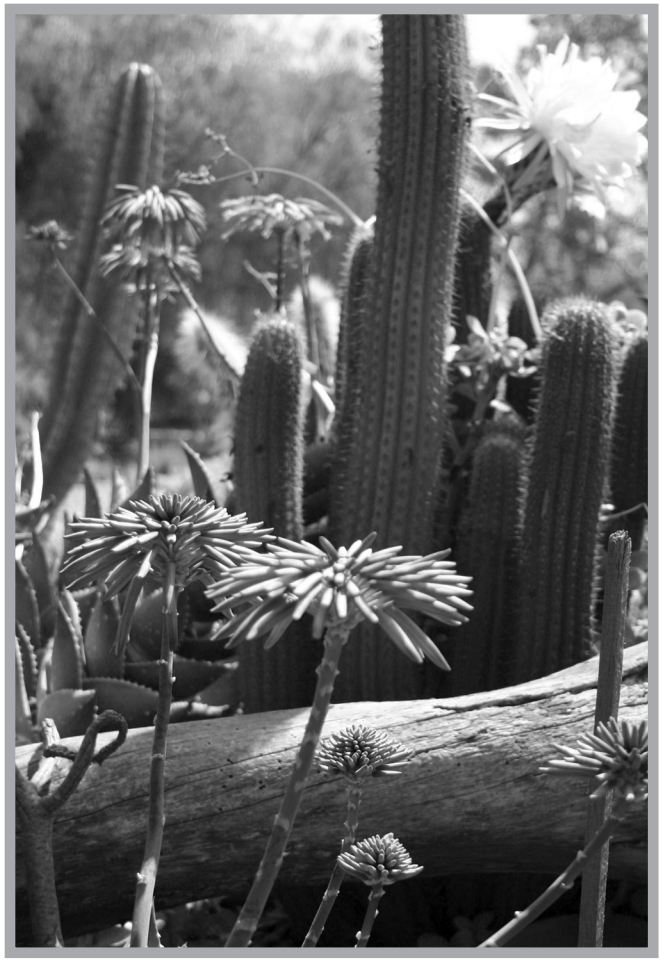
CSU Visitor Enrollment
Matriculated students in good standing enrolled at one CSU campus may enroll at another CSU campus for one term. Credit earned at the host campus is reported at the student's request to the home campus to be included on the student's transcript at the home campus.

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.

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.

Measles and Rubella
All new and readmitted students born after January 1, 1957 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 and Counseling Center at (805) 437-8828. Each incoming freshman who will be residing in on-campus housing will be required to return a form indicating that they have received information about meningococcal disease and the availability of the vaccine to prevent contracting the disease and indicating whether or not the student has chosen to receive the vaccination. These are not admission requirements, but are required of students as conditions of enrollment in CSU.

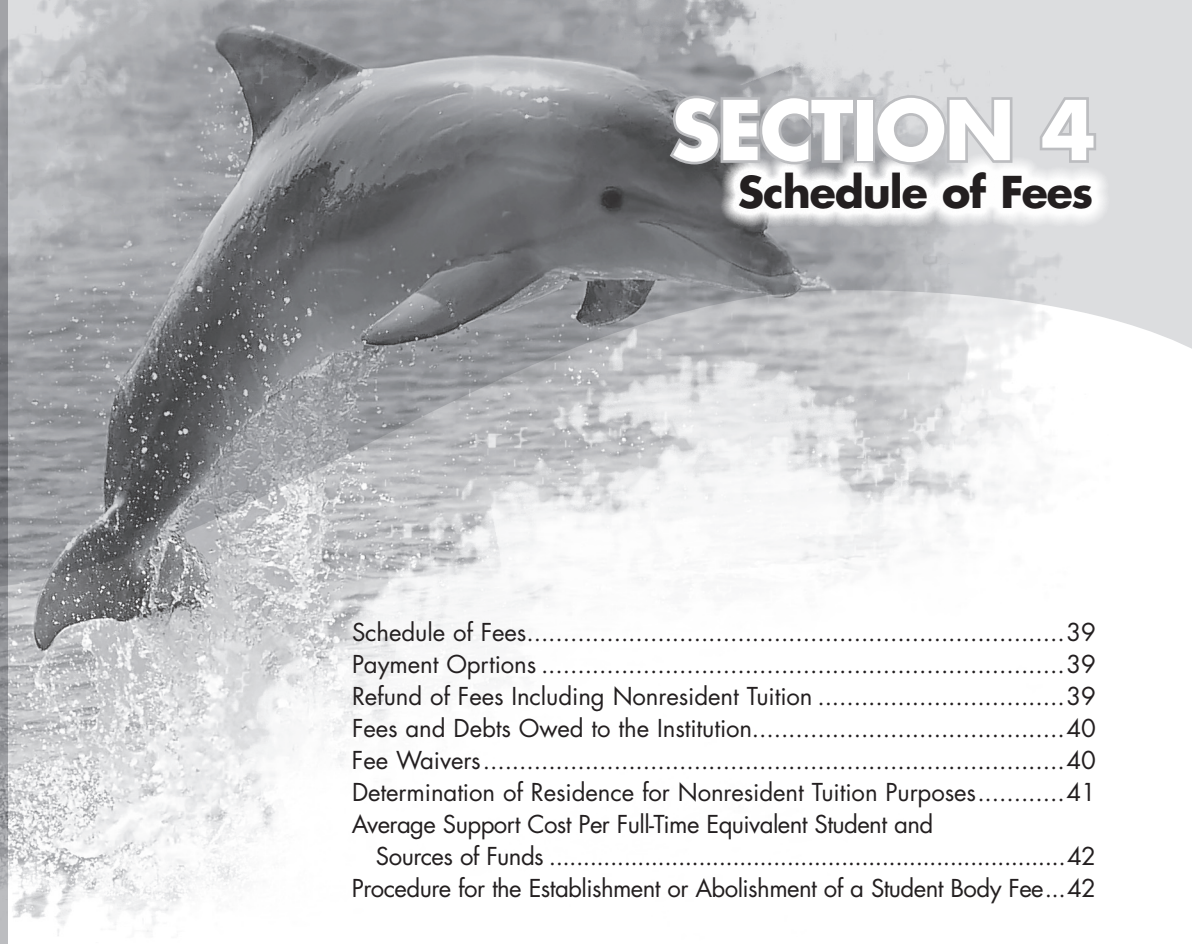


Reservation
The University reserves the right to select its students and deny admission to the University or any of its programs as the University, in its sole discretion, determines appropriate based on an applicant's suitability and the best interests of the University.

General Information About Admission and Evaluation of Academic Records

Advanced Placement
CSU Channel Islands 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. The exams for May 2008 will be available on the Academic Advising website www.csuci.edu/academics/advising after publication of this catalog. The AP table included in this catalog indicates credit likely to be given. It should be viewed as a guideline only and is subject to change. Grade reports are sent automatically to CSU Channel Islands if requested by the student at exam time. The student may also order the report through the AP website at http://www.collegeboard.com/student/testing/ap/exgrd_rep.html or by calling (609) 771-7300 or (888) 225-5427. Reports should be sent to the Records and Registration office.


EXIT



SECTION 4
Schedule of Fees

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SCHEDULE OF FEES 2007-08

Legal residents of California are not charged tuition. The following reflects applicable systemwide fees and nonresident tuition for the semester. (Fees are subject to change without notice.) As of this writing, the Legislature has not made a decision regarding the State Budget. Fees will be contingent upon that decision by the Legislature

All Students

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

All campuses except California State University, Stanislaus:

Units	Per Semester	Per Academic Year
Undergraduate		
6.1 or more	$1,386	$2,772
0.0 to 6.0	$804	$1,608
Credential Program Participants		
6.1 or more	$1,608	$3,216
0.0 to 6.0	$933	$1,866
Graduate		
6.1 or more	$1,707	$3,414
0.0 to 6.0	$990	$1,980

Nonresident Students (U.S. and Foreign)
Nonresident tuition (in addition to other fees charged all students) for all campuses:

	Semester
Charge Per Unit	$339

The total nonresident tuition paid per term will be determined by the number of units taken. The maximum nonresident tuition per academic year (as of 2006-07) is $10,170.

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).

Additional CSUCI Fees Per Semester

Associated Student Fee.....$62.00
Student Body Center Fee.....$95.00
Instructionally Related Activities.....$50.00
Health Facilities Fee.....$3.00
Student Health Services Fee.....$60.00
Materials, Services & Facilities Fee.....$35.00
Recreation & Athletics Fee.....$50.00

Other CSUCI Fees and Charges

Application fee.....$55.00
*Breakage Card Fees.....$25.00
Campus ID card.....$15.00
Change of Graduation Date.....$15.00
Check Return Fee.....$25.00
Credit Card Transaction Dishonored Fee.....$25.00
Diploma Fee.....$45.00
Duplicate Diploma Fee.....$15.00
Freshman Orientation Fee.....$40.00
Housing Installment Plan Fee.....$33.00
Intent to Enroll Deposit.....$100.00
*Lab Fees.....$15.00 - $75.00
Late Payment Fee.....$25.00
Late Registration Processing Fee.....$25.00
Library Fee.....(varies)
Registration Installment Plan Fee.....$33.00
Replacement Campus ID Card.....$15.00
Parking Permit Replacement Fee.....$10.00
Transfer Orientation Fee.....$25.00
Student Professional Liability Insurance Fee.....$20.00
(* Refundable)

Payment Options

Online

Credit Cards (MasterCard, Discover, American Express and Diner's Club) may be used for payment of student fees ***online only***. A merchant imposed convenience fee is applied to all credit transactions.
E-checks are accepted online with no additional cost.

In Person

Cash and personal checks ***only*** are accepted at University Cash Services.

Refund of Fees Including Nonresident Tuition

Regulations governing the refund of mandatory fees, including nonresident tuition, for students enrolling at the California State University are included in Section 41802 of Title 5, *California Code of Regulations*. For purposes of the refund policy, mandatory fees are defined as those systemwide fees 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 programs at the California State University (courses offered through extended education) are governed by a separate policy established by the University.

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

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

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

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

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

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

Information concerning any aspect of the refund of fees may be obtained from the University Cash Services office.

Fees and Debts Owed to the Institution

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

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

The institution may withhold permission to register or to receive official transcripts of grades or other services offered by the institution from anyone owing fees or another debt to the institution. If a person believes he or she does not owe all or part of an asserted unpaid obligation that person may contact the business office. The business office, or another office on campus to which the business office may refer the person, will review all pertinent information provided by the person and available to the campus and will advise the person of its conclusions.

For more information or questions, please contact Rosa H. Renaud, Financial Manager, Financing & Treasury in the CSU Chancellor's Office, at (562) 981-4570 or rrenaud@calstate.edu.

Fee Waivers

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

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 law enforcement or fire suppression duties (referred to as Alan Pattee Scholarships);

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

Section 68121 – Qualifying students enrolled in an undergraduate program who are the surviving dependent of any individual killed in the September 11, 2001, terrorist attacks on the World Trade Center in New York City, the Pentagon building in Washington, D.C., or the crash of United Airlines Flight 93 in southwestern Pennsylvania, if the student meets the financial need requirements set forth in Section 69432.7 for the Cal Grant A Program and either the surviving dependent or the individual killed in the attacks was a resident of California on September 11, 2001.

Students who may qualify for these benefits should contact the Admissions/Registrar's Office for further information and/or an eligibility determination.

Determination of Residence for Nonresident Tuition Purposes

University requirements for establishing residency are independent from those of other types of residency, such as for tax purposes, or other state or institutional residency. A resident for tuition purposes is someone who meets the requirements set forth in the Uniform Student Residence Requirements. These laws governing residence for tuition purposes at the California State University are California Education Code sections 68000-68090, 68120-68134, and 89705-89707.5, and California Code of Regulations, Title 5, Subchapter 5, Article 4, sections 41900-41916. This material can be viewed on the Internet by accessing the California State University's website at www.calstate.edu/GC/resources.shtml. 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-state basis.

Each campus Admissions Office is responsible for determining the residence status of all new and returning students based on the Application for Admission, Residency Questionnaire, Reclassification Request Form, and, as necessary, other evidence furnished by the student. A student who fails to

submit adequate information to establish eligibility for resident classification will be classified as a nonresident.

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

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

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

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

Nonresident students seeking reclassification are required to complete a supplemental questionnaire including questions concerning their financial dependence on parents who cannot satisfy University requirements for classification as residents for tuition purposes, which will be considered along with physical presence and intent in determining reclassification.

Residence determination dates are set each term. They are:

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

** Applies only to winter term at California State University, Stanislaus.*

The residence determination dates for the four stages of CalStateTEACH are as follows:
Stage 1 September 20
Stage 2 January 5
Stage 3 June 1
Stage 4 September 20

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

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

The Office of General Counsel can either decide the appeal or send the matter back to the campus for further review.

Students incorrectly classified as residents or incorrectly granted an exception from nonresident tuition are subject to reclassification as nonresidents and payment of nonresident tuition in arrears. If incorrect classification results from false or concealed facts, the student is also subject to discipline pursuant to Section 41301 of Title 5 of the California Code of Regulations.

Resident students who become nonresidents or who no longer meet the criteria for an exception must immediately notify the Admissions Office.

Changes may have been made in the rate of nonresident tuition and in the statutes and regulations governing residence for tuition purposes in California between the time this information is published and the relevant residence determination date. Students are urged to review the statutes and regulations stated above.

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

The total support cost per full-time equivalent student 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 full-time equivalent students (FTES). The total CSU 2007/08 final budget amounts were $2,985,874,000 from state General Fund appropriations (not including capital outlay funding), $1,130,641,000 from State University Fee (SUF) revenue, $369,741,000 from other fee revenues and

reimbursements for a total of $4,486,256,000. The number of projected 2007/08 full-time equivalent students (FTES) is 356,296. The number of full-time equivalent students is determined by dividing the total academic student load by 15 units per term (the figure used here to define a full-time student's academic load).

The 2007/08 average support cost per full-time equivalent student based on General Fund appropriation and State University Fee revenue only is $11,553 and when including all sources as indicated below is $12,567. Of this amount, the average student fee support per FTE is $3,864, which includes all fee revenue in the CSU Operating Fund (e.g. State University Fee, nonresident tuition, application fees, and other miscellaneous fees).

2006/07	Amount	Average Cost per FTE Student	%
Total Support Cost	$4,486,256,000	$12,591	100%
• State Appropriation	2,985,874,000	8,380	66%
• Student Fee Support1	1,130,641,000	3,173	24%
• Other Income & Reimbursements2	369,741,000	1,038	10%

[1]Student fee support represents campus 2007/08 final budget submitted State University Fee revenue.

[2]The other income and reimbursements represent campus other fee 2007/08 final budget revenues submitted, as well as reimbursements in the CSU Operating Fund.

The average CSU 2007/08 academic year, resident, undergraduate student fees required to apply to, enroll in, or attend the university is $3,521. 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 a Student Body Fee

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

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

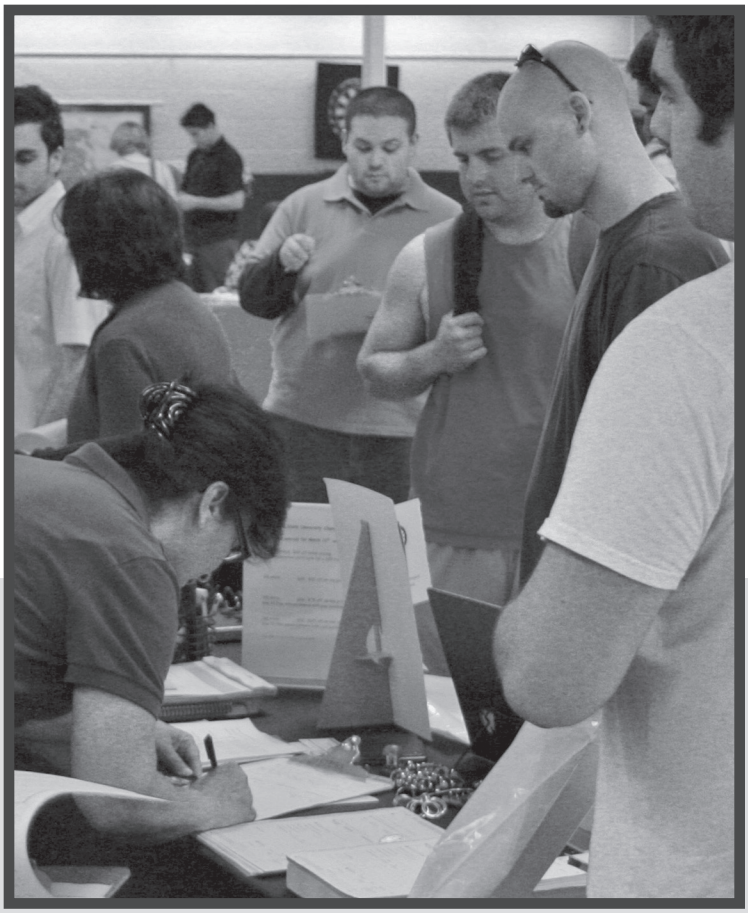
For more information or questions, please contact Rosa H. Renaud, Financial Manager, Finance & Treasury in the CSU Chancellor's Office, at (562) 981-4570 or rrenaud@calstate.edu.





SECTION 5
Financial Aid

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FINANCIAL AID

Location

Sage Hall, Enrollment Center, Office 1020
(805) 437-8530
Fax: (805) 437-8509
financial.aid@csuci.edu

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

Grants

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

- Federal Pell Grants are awarded to eligible students with financial need who have not already earned a bachelor's degree or are working toward a teaching credential.
- Cal Grants are awarded to California residents with financial need and who meet the California Student Aid Commission scholastic requirements.
- State University Grants are awarded to California residents. Students are considered for the State University Grant based on their need and the availability of funds.
- Academic Challenge Grants (ACG) are awarded to first and second-year, Pell-eligible students who have completed a rigorous high school program, maintain a cumulative GPA of 3.0 or higher and are U.S. Citizens.
- SMART Grants are awarded to third and fourth-year Pell-eligible students who are majoring in either math or science, maintain a cumulative 3.0 GPA and are U.S. Citizens.

Loans

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

Federal Work Study

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

Scholarships

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

Endowed Scholarships

President's Scholars Program

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

Airborne Technologies Endowed Scholarship

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

James Basile Endowed Scholarship

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

Bernard and Barbara Bobitch Scholarships in the Health Sciences

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

Bostwick Endowed Scholarship

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

Citizens for Youth in Ventura County Endowed Scholarship Fund

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

California Strawberry Festival Endowed Scholarship

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

City of Camarillo Endowed Scholarship

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

Hammer Family Trust Endowed Scholarship

Awarded to students preparing for careers in engineering, mathematics or teaching. Students must have a 3.0 minimum GPA and demonstrate leadership and community involvement.

Dorothy Huston Nursing Scholarship

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

Carolyn and Harry Lundgren Angel Endowed Scholarship

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

Oxnard Ambassadors Endowed Scholarship

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

Poe Family Endowed Scholarship

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

Tiplady-Burgess Endowed Scholarship

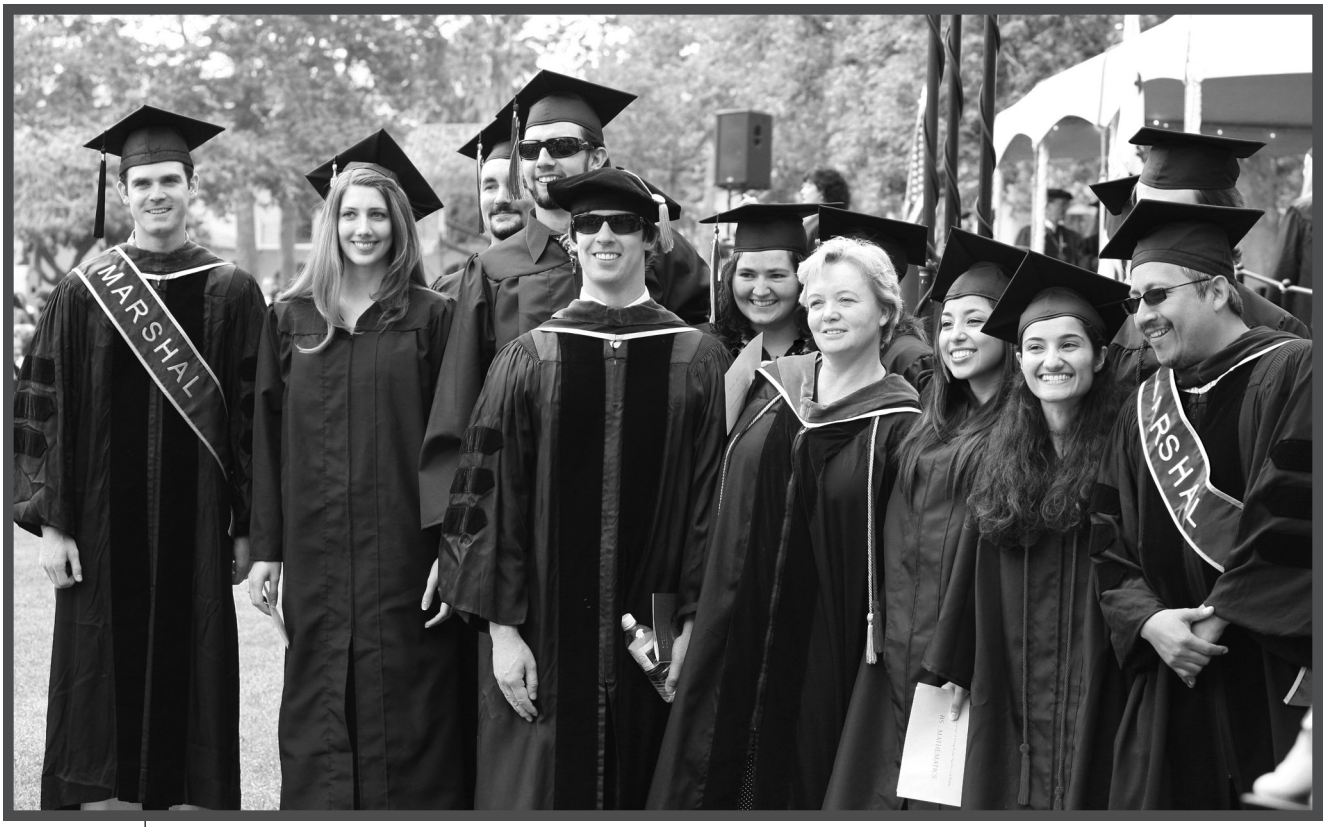
One award to a nursing student and one award to a student in the Educational Opportunity Program (EOP). A minimum GPA of 3.0 is required for both awards and financial need may be considered.

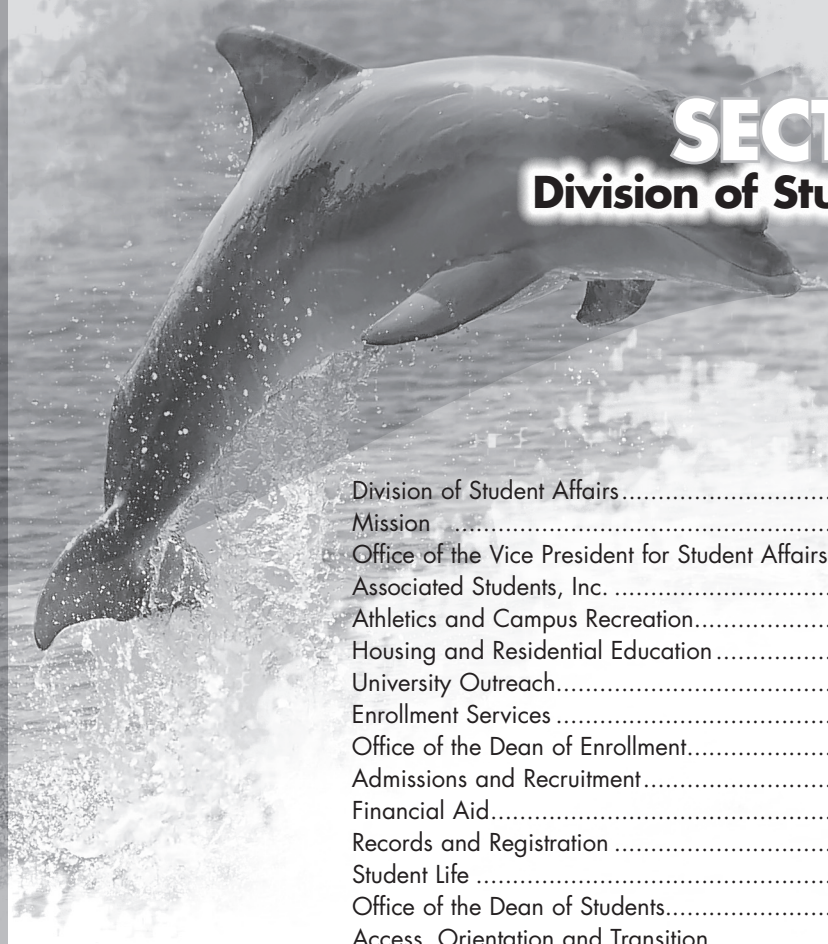
General Scholarships

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

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

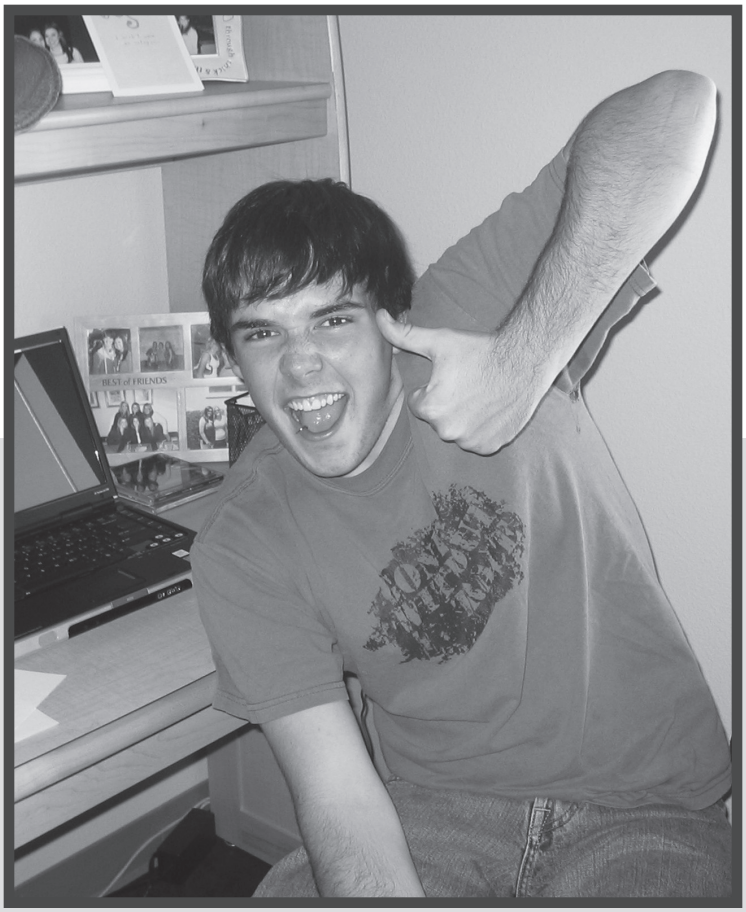
Additional scholarships are available through the Ventura County Community Foundation. Please visit www.vccf.org for a list of Ventura County scholarships or contact them directly at (805) 988-0196.





SECTION 6
Division of Student Affairs

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DIVISION OF STUDENT AFFAIRS

Mission

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

Office of the Vice President for Student Affairs

Location

Bell Tower Building, Office 2560
(805) 437-8536
Fax: (805) 437-8549

The purpose of the Office of the Vice President for Student Affairs is to recommend policies and procedures that will ensure a coordinated delivery and assessment system of student programs and services throughout the Division of Student Affairs (DSA), which includes Enrollment Services, Student Life, Housing and Residential Education and Athletics and Campus Recreation. This includes a comprehensive clearing system which tracks and reports budgets and expenditures; implements or manages special projects; produces and distributes internal and external student communication; and hires, trains and provides staff development for the DSA. The Office of the Vice President for Student Affairs, in its support of the educational mission of the institution, also provides co-curricular education initiatives while coordinating program assessment and evaluation for all units within the Division.

Assessment and Co-curricular Education

Location

Bell Tower Building, Office 2565
(805) 437-8536
Fax: (805) 437-8549

The Division of Student Affairs ensures that programs, services and activities result in relevant and quality outcomes for students. The Assessment and Co-curricular Education program in the Office of the Vice President was created to coordinate the Division of Student Affairs' assessment efforts as it delivers on its promises to students.

Under the direction of the Vice President for Student Affairs and the Assistant Vice President for Student Affairs, Assessment and Co-curricular Education is responsible for the administration and oversight of the Division of Student Affairs' program assessment and evaluation and student learning and development. The Assistant Vice President works closely with each department within the Division to help translate student needs and expectations into positive outcomes for students. In collaboration with program staff and administrators, appropriate assessment methods are identified and put into action; as a result, program staff, as well as our students, are able to judge how well we are meeting the needs and expectations of students. The Assistant Vice President also works in partnership with members of the Division of Academic Affairs to develop co-curricular programs and projects that lead to successful student learning outcomes.

Facilities and Operations

Facilities and Operations assists with the planning, construction, renovation, operation and maintenance of general fund and auxiliary-funded buildings within Student Affairs.

Fiscal Management (Budget)

Fiscal Management (Budget) is responsible for maximizing the effective use of University resources through the coordination and oversight of all facets of the Division's operating budget, striving for continuous improvement in the budgeting process and optimizing the quality of informational resources available to Division administrators and departmental managers.

Special Projects

Special Projects collaborates with student leaders and the campus community to facilitate the creation and implementation of new traditions and esprit de corps at CSUCI via internal and external communication pieces. Examples include *The Nautical* yearbook, school rings, senior class gift, and Leadership Crests, all of which engage students from across academic disciplines as well as staff and faculty from across campus to create co-curricular programs. Projects also include: developing programs that bridge gaps in campus services, such as Grad Fest; coordinating the production and ordering of imprinted products and promotional materials and collateral; processing requests for internal correspondence via Dolphin and campus global emails; and coordinating the production of the Division newsletter.

Staff Resources

Staff Resources provides expertise and guidance for classification review requests, recruitment and selection of new employees including student assistants and paraprofessional staff, performance appraisals, position description development and separation of staff from the Division/University.

Staff Training and Development

Staff Training and Development nurtures, inspires and supports individual staff and paraprofessionals within the division and provides new employee orientation, staff recognition and reward programs and resources for personal and professional development.

Student Communication

Student Communication provides design and graphic support by developing cost-effective, graphically aesthetic and timely printed material for the Division. Student Communication is responsible for creating and implementing communication strategies and assisting with writing, editing and design services to develop promotional publications for the recruitment of students, promotion of events and activities and the description of the services offered within division to our constituents.

Associated Students, Inc.

Location

The Hub
(805) 437-8832
Fax: (805) 437-8529

Associated Students, Inc. (ASI) is a direct report to the Vice President for Student Affairs and governed by the ASI Board, which is comprised of students, administrators, faculty and a member of the community. Various programs, services and

support are provided through the area of Student Life for the day-to-day functions of ASI. All registered students are members of Associated Students, Inc. (ASI) and pay both an associated student fee and a student body center fee as part of their registration. ASI is the umbrella organization for Student Government, Student Programming Board, the student newspaper, *Channel Islands View*, and *The Nautical* yearbook.

Student Government (SG) is comprised of elected student leaders including a president, vice president, senate members, and at-large board members. Student Government sets policy, provides student service programs, contributes input on University policies, and recommends students to serve on University advisory boards.

The Student Programming Board (SPB) is a select group of students who assist in the creation of activities and events on the CSUCI campus. Their purpose is to plan, promote and produce a variety of student centered programs that are educational, cultural and social in nature.

The *Channel Islands View* student newspaper is written by and for students and is a forum for discussion of current topics as well as campus issues and events.

The Nautical yearbook provides the campus community with a journalistically sound annual publication that is a culmination of the past academic year

Athletics and Campus Recreation

Location

Main Office
Bell Tower, Room 1802
(805) 437-2600
Campus Recreation Office
Location: Recreation Center (Arroyo Hall)
(805) 437-8902

Sports and recreational activities have long been an integral part of the American culture. Likewise, both competitive and leisure sport activities have long played an important role in the life of institutions of higher education in the United States. The benefits derived from participation in such activities are well-recognized and scientifically documented. They range from simple enjoyment and wellness to a heightened sense of satisfaction gained from testing one's mettle, skill and ability in a highly competitive arena. Intramural and extramural sports also provide opportunities to enhance and support a larger sense of community within the institution.

It is important to recognize that sports programming needs to be as diverse as the people it is designed to serve; consequently, the overall Athletics and Campus Recreation program is designed across a broad continuum, beginning with basic instructional programs and incorporating recreational activities, intramural sports programs, club sports programs and, finally, intercollegiate athletic programs for the highly-skilled student athlete.

The underlying philosophy of each program along the continuum is essentially the same: to fully and effectively accommodate the needs and interests of the student body, the University and the larger community in which it resides. Consistent with the University's mission, campus recreation and athletic programs will be educationally based, focused primarily on the needs and interests of the participants, and shall be fiscally responsible.

Athletics

Intercollegiate athletics at CSUCI supports the University mission by providing comprehensive co-curricular programming through competitive sports. Furthermore, athletics at CSUCI will be designed and maintained to be:

- Educationally based
- Ethically sound
- Fiscally responsible
- Gender equitable
- Imbued with the values of sportsmanship and fair play

Recognizing that competitive sports play a valuable role in the life of an educational institution, as well as in the life of the community at large, athletics at CSUCI will be designed and maintained to reflect its role as a campus and community service. However, it should be noted that the primary focus of athletics will always be student-athlete based.

Campus Recreation

Through its programs and services, Campus Recreation assists students in creating and maintaining healthy lifestyles by balancing the demands of academic pursuits with the benefits of "wellness" through physical fitness, competition and recreation. Campus Recreation provides programming and activities in the following eight categories: Intramural Sports, Informal Recreation, Sports Clubs, Instructional Programs, Health and Fitness, Waterfront, Outdoor Adventures and Special Events. Campus Recreation programs are created using the University's "Dimensions of Development," which include: Values & Integrity, Expression, Health, Intellectual, Intra/Interpersonal, Citizenship, Creativity, Cultural, and Life & Career Planning.

Housing and Residential Education

Location

Housing and Residential Education office
Santa Cruz Village, Building E, Room 153
(805) 437-2733
student.housing@csuci.edu
www.csuci.edu/housing

CSUCI is a very special place and students get the very best of what our campus has to offer by living right in the center of it all - on campus in Anacapa or Santa Cruz Village. In addition to some of the newest and very best student residential facilities available, we offer a complete program with trained staff to support student success, relationship development, and full engagement in the CSUCI educational experience.

Rooted in the Dimensions of Development, the Residential Education team creates programs and events that encourage resident interaction, societal growth, and personal development. We encourage all residents to join in the planning of events and provide many opportunities to do so. Students can help in the stewardship of their community by participating in one or

more of the following activities and teams: Resident Assistant, Program Assistant, Desk Assistant, Resident Hall Association, Judicial Board, and event participation. We believe that through participation in these activities and teams that a student enhances their learning experience.

On-campus living at CSUCI is unique in concept and design. To maintain the architectural integrity of the campus, each residential complex has been designed to reflect the Spanish-style architecture of the original buildings on campus that date back to the 1930s. Unlike traditional campus housing, the University has constructed living arrangements that are tailored for today's academic-minded student who wants quality on-campus housing at a reasonable price. There are two villages that offer an array of amenities to enhance the student's University experience.

Santa Cruz Village

As the University's second phase of student housing, Santa Cruz Village (SCV) opened in fall 2007 and is home to 460 freshmen and sophomores. SCV is comprised of two-bedroom, one bathroom, furnished semi-suites shared by four students. There are also a limited number of single semi-suites. Each suite has its storage area for items such as a personal microwave, refrigerator, and food storage. SCV has excellent activity and co-curricular space for students such as a television lounge and two game rooms, an exercise room, ballet and art studios, sound-resistant practice rooms, study and computer lounges. Each student room has cable TV and wireless internet access. Students in SCV enjoy most meals at Islands Café but also have access to common-area kitchens for times when they would like to cook for themselves.

Anacapa Village

Reserved primarily for upper-division students, but accommodating some sophomores, Anacapa Village (AV) is comprised of 87 four-bedroom, two bathroom apartments. These apartments are shared by four students, so each student has the privacy of their own bedroom. Each apartment is fully furnished and includes living and dining room furniture. AV also has an array of common areas where students may relax or study. This Village is home to our swimming pool and hot tub, a regular gathering area for students. AV also has study rooms, computer labs and the Anacapa Commons, which is a large activity space and television lounge.

University Outreach

Location

Bell Tower Building, Office 1721
(805) 437-3155
Fax: (805) 437-8529

The University Outreach program motivates and informs K-8 students of postsecondary educational options and serves to create a college-going culture in Ventura County. The goal of the program is to offer positive reinforcement to develop a commitment to higher education, the resources and awareness of educational options, and encouragement for students to plan and prepare academically and financially for college.

Educational Talent Search

Location

Bell Tower Building, Office 2705
(805) 437-3172
Fax: (805) 437-8549

Educational Talent Search (ETS) is a student assistance program funded by the U.S. Department of Education. This program identifies and assists individuals from disadvantaged backgrounds who have the potential to succeed in higher education. ETS provides academic, career and financial counseling to its participants and encourages them to graduate from high school and continue on to the postsecondary institution of their choice. ETS also serves high school dropouts by encouraging them to re-enter the education system and complete their education. The goal of ETS is to increase the number of youths from disadvantaged backgrounds who complete high school and enroll in postsecondary education institutions of their choice.

Enrollment Services

Location

Enrollment Center
Sage Hall, First Floor, Office 1020
Telephone: (805) 437-8500
Fax: (805) 437-8509

Enrollment Services includes Admissions and Recruitment, Financial Aid, and Records and Registration. Student questions concerning graduation, degree audit, scholarships, federal work study, veterans' benefits, and California residency eligibility may be answered in the Enrollment Center.

Office of the Dean of Enrollment

The purpose of the Dean of Enrollment's office is to develop, support and assess policies, processes and programs that assist in admitting, supporting, and graduating students. Through collaboration with stakeholders outside the area and the admissions, recruitment, financial aid, and records/registration teams, the Dean's office assists in developing and implementing comprehensive programs designed to promote University access, success for enrolled students, and the mission of the University.

Admissions and Recruitment

Admissions

Location

Enrollment Center
Sage Hall, First Floor, Office 1020
(805) 437-8500
Fax: (805) 437-8509
admissions@csuci.edu

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

Recruitment

Location

Enrollment Center
Sage Hall, First Floor, Office 1044
(805) 437-8520 or (805) 437-CSCI (2724)
Fax: (805) 437-8519
prospective.student@csuci.edu

The Recruitment office develops and maintains positive relationships to recruit, enroll, and retain a qualified and diverse undergraduate and graduate student body. Recruitment activities include college fairs, campus tours, and presentations to local high schools, community colleges, and community organizations. Recruitment counselors are available to assist prospective students in understanding the requirements necessary to obtain admission to CSU Channel Islands. We offer the following services:

- Pre-admissions counseling appointments to guide students through the admissions and application process are available to students who wish to apply to the University.
- Campus tours are offered Monday through Friday at 11:00 a.m. and 2:00 p.m. Weekend tours are available at noon on the first Saturday of every month, excluding holiday weekends. A visit to our campus provides an opportunity for prospective students to view the campus and familiarize themselves with the various resources the University has to offer.
- Group campus visits are designed to provide high school and college students the opportunity to learn about how CSU Channel Islands can fit into their higher education plans. Group campus visits are available only by appointment and are limited to a maximum of 60 students.

Prospective students are invited to become a ***Dolphin VIP***, which will allow them to create a customized webpage where they can receive up-to-date information about CSUCI, including their selected academic majors, admissions requirements, deadline reminders, and invitations to campus events. After applying, applicants can track their admissions file status. Visit www.csuci.edu/goCSUCI to establish a ***Dolphin VIP*** account.

Financial Aid

Location

Enrollment Center
Sage Hall, First Floor, Office 1020
(805) 437-8530
Fax: (805) 437-8509
financial.aid@csuci.edu

The Financial Aid office assists students in obtaining financial aid resources to meet their educational costs. Students interested in financial aid must complete a Free Application for Federal Student Aid (FAFSA), which can be obtained in the Enrollment Center, although the recommended method of applying is through the online application at www.fafsa.ed.gov. A variety of financial aid resources are available to students, including grants, loans, federal work study, and scholarships. After students have completed and submitted the FAFSA, they may be considered for a variety of grants, loans, and scholarships. For a complete listing, please refer to the financial aid section of this catalog.

Records and Registration

Location

Enrollment Center
Sage Hall, First Floor, Office 1020
(805) 437-8500
Fax: (805) 437-8509

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

Registration

Registration activities for new and continuing students, including eligibility for registration and assignment of registration appointments, are managed by the Records and Registration office. Students enroll in classes on the Web through myCSUCI.

Graduation

Verification of degree requirements is a function of the Records and Registration office. Students must file for graduation for the term in which they will have completed all requirements. Application for graduation must be made by the published deadline.

Veterans Affairs

Students who are eligible for benefits as a veteran, dependent of a veteran, or reservist should contact the V.A. Specialist in the Enrollment Center. Services available include assistance in applying for educational benefits and education certification. Students planning to attend CSU Channel Islands should contact their local Veterans Services office or the regional Veterans Affairs office at www.gibill.va.gov. Once approved by the local or regional V.A. office, students who are registered in classes at CSU Channel Islands must make an appointment to complete their certification paperwork. Certification paperwork must be completed each semester. For additional information, please contact Enrollment Services.

Student Life

Location

Bell Tower Building, Office 1802
(805) 437-8512
Fax: (805) 437-3211
(V/TTY): (805) 437-8512

Our college years are often among the most profound and exhilarating times of our lives. The prospect of experiencing new ideas, making new friends, and exploring new roles can be very exciting. In Student Life, we view these challenges as opportunities for learning and personal development. Student Life offers services and co-curricular programs that are designed not only to develop students within each of our Dimensions of Development but also to help students cope with college life and prepare for the challenges of the 21st century.

Student Life provides learning opportunities that encourage and empower students to become competent, responsible and involved citizens. Our programs and services include: Alcohol and Other Drug Awareness Programs; Associated Students, Inc. (Student Government, Student Programming Board,

Channel Islands View student newspaper, and *The Nautical* yearbook); Career Development Services; Disability Resource Programs; Educational Opportunity Program (EOP); Campus Interfaith; Judicial Affairs; the Multicultural & Women's and Gender Student Center; New Student Orentation and Transition Programs; Personal Counseling Services; Student Health Services; Student Leadership; Student Clubs and Organizations; and The Hub (temporary Student Union).

Office of the Dean of Students

Location

Bell Tower Building, Office 1804
(805) 437-8512
Fax: (805) 437-8529

The Dean of Students office promotes and establishes an environment that is conducive to the intellectual, emotional, social, physical and spiritual well-being of students. Consistent with the mission of CSUCI, our student access, orientation, leadership, career, health and judicial affairs programs, services and activities are designed to support as well as enhance the overall quality of life for students while facilitating their development to become productive world citizens.

Judicial Affairs

Location

Bell Tower Building, Office 1804
Office of the Dean of Students
(805) 437-3332
Fax: (805) 437-8529

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

Access, Orientation and Transition

The purpose of Access, Orientation and Transition is to create educational opportunities that promote and foster respect and understanding among all individuals and cultures. The various programs within Access, Orientation and Transition facilitate a welcoming and sage environment for students to learn and develop while offering services and resources that create equal access to education. Programs and services include: Disability Resource Programs; Educational Opportunity Program (EOP); the Multicultural and Women's & Gender Student Center; New Student, Orientation and Transition Programs; and Campus Interfaith.

Disability Resource Programs

Location

Educational Access Center
Bell Tower Building, Office 1541
(805) 437-3331
Fax: (805) 437-8529
(V/TTY): (805) 437-3331
accommodations@csuci.edu

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

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

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

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

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

Computers for Visually Impaired Users

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

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

Educational Opportunity Program

Location

Bell Tower Building, Office 1885
(805) 437-8939
Fax: (805) 437-8529

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

Student preparation and retention programs such as the Educational Opportunity Program provide the information necessary for students to learn about higher education opportunities and assist them in qualifying for and gaining access to the program that meets their educational, vocational and social goals. Programs that provide retention services ensure that support services will be available to students as they progress in their baccalaureate studies.

Multicultural and Women's & Gender Student Center

Location

Bell Tower Building, Office 1805
(805) 437-8407
Fax: (805) 437-3211

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

It is the Center's goal to be more proactive than reactive by encouraging collaboration and dialogue between students, faculty, staff, and administrators of diverse backgrounds, and by being a forum through which people can communicate, voice their concerns, and learn from one another.

New Student, Orientation and Transition Programs

Location

Bell Tower Building
(805) 437-3160
Fax: (805) 437-3211

New Student, Orientation and Transition Programs helps students integrate socially and academically into CSUCI. Orientations are offered to incoming freshman and transfer students prior to the start of the fall and spring semesters and serve as a catalyst for students to understand and get involved in their new environment. These programs inform students about services and opportunities at CSUCI while assisting them with the initial advising and registration process. Transfer students are strongly encouraged to attend New Student Orientation. Attendance for freshmen is mandatory.

Leadership, Career and Health

Location

Bell Tower Building, Office 1858
(805) 437-8998
Fax: (805) 437-3211

Leadership, Career and Health highlights the development of students through co-curricular education. Leadership, Career and Health provides leadership opportunities for students and is directly responsible for a variety of exciting co-curricular activities and events. Some of these events include the Welcome Celebraton, Family Weekend and Dolphin Days, as well as various cultural heritage observances.

In addition to increasing the vitality and culture of the campus, student clubs and organizations provide leadership opportunities and community service. Student organizations foster interest and education in a variety of areas ranging from sports to politics. Leadership, Career and Health provides assistance and direction for the implementation, growth and development of all new and continuing clubs and organizations. Students interested in leadership opportunities and who want to get involved with a club or organization, or just want to find out what is happening on campus should stop by the Leadership, Career and Health office.

Off-campus housing information is available online at http://csuci.och101.com/. Listings of apartments and rooms for rent are on this site. Questions about off-campus housing should be directed to the Leadership, Career and Health office at (805) 437-8998.

Career Development Services

Location

Bell Tower Building, Office 1865
(805) 437-3270
Fax: (805) 437-8899

The purpose of Career Development Services is to assist students and other designated clients through all phases of their career development; to provide leadership to the institution on career development topics; to develop positive relationships with employers and external constituencies; and to support institutional outcomes assessment and relevant research endeavors. Students are strongly encouraged to begin developing their unique Career Profile, as well as to start building their Co-Curricular Portfolio during their freshman year. However, students at any stage of career development may receive assistance with taking the next step towards a satisfying and rewarding career. Career exploration, planning, and job preparation resources include:

- Computer-assisted career guidance/research (EUREKA and Career Cruising)
- One-on-one career counseling
- Co-Curricular Portfolio development

- Career Resource Library
- Career development workshops (e.g. Résumé Writing, Interview Strategies, Dress for Success)
- Internship opportunities
- Résumé development
- Career and graduate school fairs
- Volunteer opportunities
- Student employment

Personal Counseling Services

Location

Student Health and Counseling Center,
located on San Luis Avenue (behind Sage Hall)
(805) 437-8828
Fax: (805) 437-8829

Personal Counseling Services (PCS) provides high quality, confidential, short-term counseling free of charge to students. The counseling staff is committed to helping students develop their maximum potential while pursuing their educational and personal goals.

Most PCS services are offered on an appointment basis, but situations arise that require immediate or same day attention. You do not need an appointment if you have an urgent matter. Such circumstances may include, but are not necessarily limited to:

- Extreme anxiety or panic
- Extreme sadness
- Death of a friend or loved one
- Thoughts of self-harm
- Thoughts of harming someone else
- Experiencing a traumatic event
- Having odd or intrusive thoughts

If you have an urgent situation, call PCS at (805) 437-8828 or come to the Student Health and Counseling Center (located behind Sage Hall). If you are on campus and need assistance after PCS office hours or on weekends, please call University Police at (805) 437-8444. When not on campus, call 911 or have a family member or friend take you to a local emergency room or urgent care clinic.

Counseling services include individual and group counseling. Students seek counseling for a wide-range of concerns, including:

- getting along with roommates
- relationships
- self-image and self-esteem
- depression
- anxiety
- alcohol and drug concerns
- self-injury
- major direction in college
- recovering from abuse or assault
- body image
- eating disorders
- sexuality
- sexual orientation
- grief and loss
- living with a disability

When brief counseling is not sufficient, referral assistance to community mental health services and providers is available.

In addition, Personal Counseling Services provides a variety of psycho-educational presentations, workshops and coaching groups to assist students with successfully addressing the challenges of college life. Topics include:

- Test anxiety management
- Time management
- Surviving and thriving with ADD
- Stress management
- Adjusting to college life

PCS works with Disability Resource Programs to consult with students with psychological disabilities and AD/HD to develop strategies to reduce impairment from a disabling condition.

Student Health Services

Location

Student Health and Counseling Center,
located on San Luis Avenue (behind Sage Hall)
(805) 437-8828
Fax: (805) 437-8829

The purpose of Student Health Services is to promote good physical and emotional health. Emphasis is placed on the prevention of illness through education. All regularly enrolled students are offered basic health services paid through student fees. There is no charge to see a physician or other medical provider. Additional fees may be charged for some immunizations, outside lab services, and x-rays, if needed. Services available at the Student Health and Counseling Center, and at some community clinics, include the following:

- Diagnosis and treatment of acute illness and injuries
- Physical examinations
- Family planning, including the state-sponsored Family PACT program
- Pap smears
- Immunizations
- TB testing
- HIV testing
- STD screening and treatment
- Pregnancy testing
- Smoking cessation
- Mental health (in conjunction with Personal Counseling Services)
- Health education program
- Student health advisory board

Community Medical Clinics

When the Student Health and Counseling Center is closed or a student is unable to get to campus, basic health care services are available at no cost at any of the seven Ventura County Medical Clinics listed below. Students must present their student identification card to be seen. (Preferred sites are noted with an *):

*Magnolia Family Medical Center
2240 E. Gonzales Road
Oxnard (805) 981-5151
Urgent Care (805) 981-5181

*Las Islas Family Medical Group
325 W. Channel Islands Blvd.
Oxnard (805) 385-8662
Urgent Care: (805) 483-0198

*West Ventura Medical Clinic
133 West Santa Clara Street
Ventura (805) 641-5600
Urgent Care (805) 641-5620

*Moorpark Family Care Center
35 West Los Angeles Ave.
Moorpark (805) 529-4624

Conejo Valley Family Care Center
223 E. Thousand Oaks Blvd., #102
Thousand Oaks (805) 371-8355

Santa Paula Medical Clinic
1334 East Main Street
Santa Paula (805) 933-1122

Sierra Vista Family Care Center
4531 Alamo Street
Simi Valley (805) 584-4885

Student Health Insurance

Students are strongly encouraged to have health insurance that covers services beyond the scope of what Student Health Services provides. Information regarding supplemental student health insurance may be obtained from the Student Health and Counseling Center, Student Life, or the website www.csuhealthlink.com.

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:. These are not admission requirements, but shall be required of students as conditions of enrollment in the CSU.

Measles and Rubella

All new and readmitted students born after January 1, 1957 must provide proof of immunization against measles and rubella prior to enrollment. Submit medical documentation to the Student Health and Counseling Center to verify both vaccinations were received since age one or obtain the vaccination at no charge through the Center.

Hepatitis B

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

Meningococcus

Meningococcal vaccine is not required, however each incoming freshman who will reside in on-campus housing will be required to return a form to the Student Health and Counseling Center verifying that he or she has received information about meningococcal disease and the availability of a vaccine to prevent one from contracting the disease, and indicating whether or not he or she has chosen to receive the vaccination. The form is available at the Student Health and Counseling Center or online through the CSUCI website. Student Health Services provides the meningococcal vaccine for an additional fee.

Student Leadership Programs

Location

Bell Tower Building, Office 1858
(805) 437-8998
Fax: (805) 437-3529

Student Leadership Programs within the Leadership, Career and Health office is responsible for coordinating co-curricular experiences for students to assist them as they evolve as leaders in our communities. By participating in weekend-emersion retreats both on and off campus (e.g. the "Back To Basics" retreat held each fall semester) as well as attending leadership seminars, students will discover their own personal leadership style and ability to positively effect change in our society. Student Leadership Programs also assists in training students who hold leadership positions at CSUCI, serves as a resource for students developing their Co-Curricular Portfolio, and holds an annual leadership awards ceremony in the spring semester to recognize CI leaders.

The Hub

Location

Northwest Corner of Campus (where Santa Barbara Avenue becomes Ventura Street.)
(805) 437-8932
Fax: (805) 437-2793

The Hub serves as the temporary Student Union, and will continue to do so until the new Student Union opens in the 2009 – 2010 academic year. The Hub hosts exciting events throughout the year such as the annual Grad Fest, Welcome Weeks, Hub Hoedown, Movie Tuesdays, De-Stress Fests and various retreats and workshops. Many student clubs and organizations hold meetings in the conference room, and each of the four ASI entities has an office at The Hub as well. The Hub is a great place to hang out and relax between classes as well as meet with friends and classmates to study and work on group projects. The Hub offers many amenities, including but not limited to:

- Computers with Internet access
- Study room
- Conference room
- Clubs and organizations workroom
- Media room with 52" TV and surround sound
- Game Room with billiards, ping pong, foosball, and a 65" video gaming TV

SECTION 7
Policies and Regulations

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POLICIES AND REGULATIONS

Student Academic Policies

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

Academic Dishonesty

1. Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skill that he/she does not possess.
2. Course instructors have the initial responsibility for detecting and dealing with academic dishonesty. Instructors who believe that an act of academic dishonesty has occurred are obligated to discuss the matter with the student(s) involved. Instructors should possess reasonable evidence of academic dishonesty. However, if circumstances prevent consultation with student(s), instructors may take whatever action (subject to student appeal) they deem appropriate.
3. Instructors who are convinced by the evidence that a student is guilty of academic dishonesty shall assign an appropriate academic penalty. If the instructors believe that the academic dishonesty reflects on the student's academic performance or the academic integrity in a course, the student's grade should be adversely affected. Suggested guidelines for appropriate actions are: an oral reprimand in cases where there is reasonable doubt that the student knew his/her action constituted academic dishonesty; a failing grade on the particular paper, project or examination where the act of dishonesty was unpremeditated, or where there were significant mitigating circumstances; a failing grade in the course where the dishonesty was premeditated or planned. The instructors will file incident reports with the Vice Presidents for Academic Affairs and for Student Affairs or their designees. These reports shall include a description of the alleged incident of academic dishonesty, any relevant documentation, and any recommendations for action that he/she deems appropriate.
4. The Vice President for Student Affairs shall maintain an Academic Dishonesty File of all cases of academic dishonesty with the appropriate documentation.
5. Student may appeal any actions taken on charges of academic dishonesty to the "Academic Appeals Board."
6. The Academic Appeals Board shall consist of faculty and at least one student.
7. Individuals may not participate as members of the Academic Appeals Board if they are participants in an appeal.
8. The decision of the Academic Appeals Board will be forwarded to the President of CSU Channel Islands, whose decision is final.

(SP02-01)

Academic Leave

Students who take a one semester leave of absence from CSUCI are considered continuing students and do not need to take any action prior to registration. Any student in good academic standing may apply to take a leave of absence from the university for up to four consecutive semesters. While a student may apply for multiple leaves, no student will be permitted more than six total semesters of leave from CSUCI. Academic Leave Forms are available at the Records and Registration Office.
(SP03-06)

Academic Load

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

Undergraduate Full-Time	12 + Units
Undergraduate Part-Time	6 Units
Graduate Full-Time	8 Units
Graduate Part-Time	4 Units

Academic Probation and Disqualification

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

Academic Probation

An undergraduate student is subject to academic probation if at any time the cumulative grade point average (GPA) in all college work attempted or the cumulative GPA at CSUCI falls below 2.0. Probationary students will be advised of their status at the end of the semester. The communication will include conditions for removal from probation and the circumstances that would lead to disqualification. All probationary students are required to receive academic advising no later than the second week of the following semester. Students shall be removed from academic probation once they have received such advising and both the cumulative GPA in all college work attempted and the cumulative GPA average at CSUCI are at least 2.0 or higher.
(SP04-33)

Academic Disqualification

Academic Disqualification: An undergraduate student on academic probation will be academically disqualified when the student's GPA in all units attempted or in all units attempted at CSUCI falls below the following: as a freshman, 1.50; as a sophomore, 1.70; as a junior,1.85; as a senior, 1.95. Students' records will be evaluated for disqualification at the end of each semester. Students cannot be placed on probation for the first time at CSUCI and be disqualified in the same semester. However, students who have previously been on

probation at CSUCI and fall below the GPA listed above will be academically disqualified, even if the probation and disqualification semesters are non-consecutive. A student may appeal disqualification no later than three weeks before the start of the semester following the disqualification. Appeals should be made to the Office of the Provost or Designee. Appeals will be decided by the Academic Appeals Board. Typical grounds for a successful appeal include significant improvement towards meeting the GPA requirements and/or extraordinary circumstances beyond the student's control, as determined by the Academic Appeals Board. A successful petition of appeal for disqualification will result in the student remaining on academic probation. Students who appeal unsuccessfully will need to apply for reinstatement as specified in the Policy on Reinstatement if they wish to continue at CSUCI.
(SP 04-36)

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

Administrative-Academic Probation

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

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

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

Administrative-Academic Disqualification

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

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

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

Reinstatement

In order to be considered for reinstatement to CSUCI, a disqualified student must demonstrate academic ability by completing additional coursework. All classes taken must be applicable for degree credit at CSUCI. After eliminating the grade-point deficiency, the student may petition the Academic Appeals Board for reinstatement. The student must submit the petition for reinstatement no later than three weeks before the beginning of the semester that the student intends to return. The Academic Appeals Board will only consider the petition for reinstatement of students who have remained outside of the university for at least one regular (Fall or Spring) semester after their dismissal. Students who are disqualified, reinstated, and become disqualified a second time will not be granted a second reinstatement.
(SP04-37)

Acceleration of University Studies

The University provides several means by which students may accelerate their studies; these are discussed below and on the Academic Advising website located at www.csuci.edu/academics/advising. Each of the following options may be subject to restrictions and regulations within individual academic programs. Therefore, students interested in any of these options should consult with the coordinator of the program concerned.
(SP01-37)

Add Policy

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

Admission Exceptions

Accountability

The Director of Admissions and Recruitment

Applicability

Any applicant who does not meet the published admission eligibility standards and has received an official denial from the University may submit a letter of appeal to the Admission Appeals Committee.

Definition(s)

Admission Appeals Committee – Appointed by the Director of Admissions and Recruitment in consultation with the Senate Executive Committee and composed of faculty, staff, and a student representative.

Denial – A formal letter from the University denying admission.

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

Petition – This may be by form or letter and must include a statement of extenuating factors which includes the potential hardship to be incurred if admission is denied as well as the reason the applicant's past record is not indicative of present capabilities.

Text

Every applicant who has been denied admission to the University may appeal this decision by submitting a letter of appeal requesting that the application be reviewed. Under the purview of the Director of Admissions and Recruitment, the Admissions Appeals Committee regularly reviews these letters along with the original application and supporting documents. The committee will review the appeal and judge whether or not the applicant's petition warrants revising the original denial and whether or not the applicant will likely succeed in the University environment given the explanation and documentation provided. A limited number of admission exceptions are allocated to the campus each academic year. The Committee, therefore, considers a number of factors, normally favoring applicants who are close to qualifying and whose appeal both adequately explains why the student failed to meet admission criteria and demonstrates the motivation to succeed.

Advanced Placement (AP) Exam Credit

CSU Channel Islands 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 eight semester units (twelve quarter units) of college credit. Exams for past (and current) years are available on the Academic Advising website at www.csuci.edu/academics/advising. The AP table included in this catalog should be viewed as a guideline only and is subject to change. Grade reports are sent automatically to CSU Channel Islands if requested by the student at exam time. The student may also order the report through the AP website at http://www.collegeboard.com/student/testing/ap/exgrd_rep.html or by calling (609) 771-7300 or (888) 225-5427, Mon-Fri 8 am to 4:45 pm, Eastern Time. Reports should be sent to Records and Registration.

Advanced Placement (AP) Credit 2008 Exams

Exam Name	Credit Granted
Art History	ART 110 for 3 units
Biology	BIOL 200 for 4 units; For Liberal Studies major, Teaching and Learning Option *only*: BIOL 170 for 4 units
Calculus AB Score of 3 Score of 4 or 5	 MATH 140 for 3 units MATH 150 for 4 units
Calculus BC Score of 3 *Calculus AB Subscore* Score of 4 or 5 *Calculus AB Subscore*	MATH 140 or MATH 150 for a maximum of 3 units MATH 140 for 3 units MATH 150 and MATH 151 for total of 6 units MATH 150 for 4 units
NOTE: If *both* Calculus AB & BC are passed, credit is extended only for Calculus BC, since BC duplicates the AB material.	
Chemistry	CHEM 121 for 4 units plus 2 free elective units
Computer Science A Score of 3 Score of 4 or 5	 COMP 105 for 3 units COMP 150 for 4 units
Computer Science AB Score of 3 Score of 4 or 5	 COMP 150 for 4 units plus 2 free elective units COMP 150 and COMP 151 for total of 6 units
NOTE: If *both* Computer Science A & Computer Science AB are passed, credit is extended only for Computer Science AB, since AB duplicates the A material.	
Economics: Micro	ECON 110 for 3 units
Economics: Macro	ECON 111 for 3 units
English Language and Composition	ENGL 105 for 3 units
English Literature and Composition	ENGL 105 for 3 units
Environmental Science	3 free elective units
European History	6 free elective units
French Language	GE Area C3a for 3 units

French Literature	GE Area C2 for 3 units **plus** 3 free elective units
German Language	GE Area C3a for 3 units
Government and Politics: US	US Constitution requirement for 3 units *excluding* the California State and Local Government requirement
NOTE: Complete POLS 140, California Government and Politics for1unit.	
Government and Politics: Comparative	3 free elective units
Human Geography	3 free elective units
Latin: Vergil	3 free elective units
Latin: Literature	3 free elective units
Music Theory	GE Area C1 for 3 units **plus** 3 free elective units
Music Theory Subscore: Nonaural *Music Theory Subscore: Aural*	GE Area C1 for 3 units GE Area C1 for 3 units
Physics B	GE Area B1 for 4 units
Physics C: Mechanics	PHYS 100 for 4 units; For Math majors *only*: PHYS 200 for 4 units
Physics C: Electricity and Magnetism	PHYS 101 for 4 units; For Math majors *only*: PHYS 201 for 4 units
Psychology	PSY 100 for 3 units
Spanish Language Score of 3 Score of 4 or 5	 SPAN 201 for 4 units, fulfilling GE Area C3a SPAN 201 and SPAN 202 for total of 8 units, fulfilling GE Areas C3a and C3b
Spanish Literature Score of 3 Score of 4 or 5	 SPAN 301 for 3 units (SPAN 301 or 302) and SPAN 310 for 6 units
Studio Art: Drawing	ART 105 for 3 units
Studio Art: 2D Design	ART 106 for 3 units
Studio Art: 3D Design	ART 202 for 3 units
Statistics	MATH 201 for 3 units
U.S. History	HIST 270 and HIST 271 for a total of 6 units
World History	GE Area D for 6 units

International Baccalaureate (IB) Exam Credit

CSU Channel Islands grants credit toward its undergraduate degrees for successful completion of IB examinations. IB exams at the Higher Level (HL) passed with a score of 4 or higher will earn up to 8 units of semester credit. Exams passed earn a grade of credit (CR) and are not calculated into the GPA. Exams for past (and current) years are available on the Academic Advising website at www.csuci.edu/academics/advising. The IB table below for 2007 should be viewed as a guideline only and is subject to change. IB transcripts are sent automatically to CSU Channel Islands upon completion of the exam if requested by the student. For more information about transcript requests, please call the IB North American office in New York City at (212) 696-4464, Mon-Fri 9:30 am to 4:30 pm, Eastern Time or send an e-mail to transcripts.ibna@ibo.org. Transcripts should be sent to Records and Registration.



International Baccalaureate (IB) Credit 2008 Exams

Exam Name	Credit Granted
Biology HL minimum score 4	BIOL 100 for 4 units **plus** 2 free elective units
Chemistry HL minimum score 4	CHEM 121 for 4 units **plus** 2 free elective units
Computer Science HL minimum score 4	COMP 105 for 3 units **plus** 3 free elective units
Economics HL minimum score 4	ECON 110 for 3 units **plus** ECON 111 for 3 units
English A1 HL minimum score 4	ENGL 105 for 3 units **plus** GE Area C2 for 3 units
French A2 HL minimum score 4	GE Area C3a for 3 units **plus** 3 free elective units **plus** fulfills the Language requirement
French B HL minimum score 4	GE Area C3a for 3 units **plus** 3 free elective units **plus** fulfills the Language requirement
History of the Americas HL minimum score 4	GE Area D for 3 units **plus** 3 free elective units
Mathematics HL minimum score 4	MATH 105 for 4 units **plus** MATH 150 for 4 units; a total of 8 units
Music HL minimum score 4	MUS 100 for 3 units **plus** 3 free elective units
Physics HL minimum score 4	PHYS 100 for 4 units **plus** PHYS 101 for 4 units; a total of 8 units
Psychology HL minimum score 4	PSY 100 for 3 units **plus** 3 free elective units
Social & Cultural Anthropology HL minimum score 4	ANTH 102 for 3 units **plus** 3 free elective units
Spanish A2 HL minimum score 4	SPAN 201 for 4 units **plus** SPAN 202 for 4 units **plus** fulfills the Language requirement; a total of 8 units
Spanish B HL minimum score 4	SPAN 301 for 3 units **plus** SPAN 310 for 3 units **plus** fulfills the Language requirement
Visual Arts HL minimum score 4	ART 100 for 3 units **plus** 3 free elective units

Application Roll-Over

Accountability
The Director of Admissions and Recruitment

Applicability
Any applicant who finds it necessary to move his/her application for admission forward to the next term for which applications are accepted.

Definition(s)
Roll-Over – To move the application for admission from the original term of application to the next subsequent term.

Text
Normally, an application for admission is applicable only to the term of original application. In cases of hardship (illness, etc.) the applicant may request in writing that his/her application be rolled over to the next semester for which applications are accepted. Such request must be submitted to the Director of Admissions and Recruitment no later than the Census date of the semester for which the applicant originally applied. Approval is granted at the discretion of the Director of Admissions and Recruitment.
(SA.02.008)

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

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

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

Catalog Rights
Undergraduate students who have maintained continuous attendance at a CSU or California Community College may elect to qualify for graduation from CSUCI under general

education, United States history, Constitution and American ideals, and other non-major catalog requirements in effect either (1) at the time they began attending any California Community College or CSU campus, or (2) at the time they entered the CSU campus from which they will graduate, or (3) at the time they graduate from the CSU. (Title 5, Section 40401)

Transfer students, returning students, and students changing their major or minor field of study may be required by the individual program to meet updated major or minor requirements. All students may be subjected to any other requirements mandated by system-wide policy changes affecting all CSU students.

Absence related to an approved educational leave or for attendance at another accredited institution of higher learning is not considered an interruption, providing such absence does not exceed two years. The absence must be consistent with the CSU definition of educational leave and with CSU policy.

Students who have been academically disqualified lose previously established catalog rights.
(SP04-28)

Changing Basis for Grading

If either traditional letter grading or credit/no credit grading is allowed for a course, a student may change the basis of his or her grading for the course from traditional letter grading to credit/no credit grading, or vice versa, through the third week of instruction without instructor approval by filing the appropriate form. Grade basis changes are permitted when the program area for the course and the student's major do not require a specific grading option for the course.
(SP03-34)

Class Attendance

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

(SP01-56)

Class Standing

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

Commencement Ceremonies, Participation in

Accountability

University Registrar; VPSA; Provost

Applicability

Bachelors and masters degree candidates and graduates, and students who have completed teaching credential requirements.

Definition(s)

Commencement – The official University ceremony held in May of each year to recognize the achievements of graduates, degree candidates and teaching credential recipients.
Graduation – The process of verifying completion of degree requirements and conferring the degree.
Published Deadline – Deadline to apply for graduation as published in the Schedule of Classes and on www.csuci.edu.

Text

Commencement is held annually at the end of the spring semester. Students who have completed degree or credential requirements the previous summer or fall terms are eligible to participate in the ceremony along with those who plan to complete their work in the spring or subsequent summer and have filed an Application for Degree and Diploma. Names of graduates and degree candidates who have applied for graduation by the published deadline will be published in the Commencement Program.
(SA.16.002) (SP07-05)

Course Grade Appeals

1. Each student has the right to appeal the final course grade, but only the final course grade. For example, a student may not appeal grades on individual assignments and/or examinations.
2. Appeals are limited to situations in which the student believes the grade was "prejudicially", "capriciously", or "arbitrarily" assigned.
3. The appeal must be initiated within the first seven weeks of the first regular semester after assignment of the grade. A student who believes that a course grade has been assigned inappropriately must follow the proper steps in the appeal process, observing the time limits for completion of the steps as follows:
   - Step 1: The grade appeal must first be directed to the instructor of the course, in writing by the end of the seventh week of the semester and copied to the Chair. If the grade is not correct, the instructor can change the grade with a change of grade form. The instructor has two weeks to respond to the student's request in writing and copied to the Chair. Students who file a grade appeal after the fifth week may not have their appeals settled by the end of the semester.
   - Step 2: If the grade is correct and the student is not satisfied with the instructor's explanation, and intends to appeal the grade, the student must make an appointment to speak with the program chair. If the instructor is not available or does not respond to the student's appeal within the given time frame, the program chair may act on behalf of the instructor. If the program chair is the instructor, the student should speak with the Vice President of Academic Affairs (or designee). The program chair or Vice President of Academic Affairs (or designee) cannot change the grade, but will then discuss the issue with the instructor and provide a response by the end of the ninth week of the semester to the student.
   - Step 3: If the student is not satisfied after receiving the response from the appropriate administrator, the student should submit a written appeal by the end of the eleventh week of the semester to the University Appeals Committee through the office of Academic Affairs.
   - Step 4: The University Appeals Committee will forward the student's statement to the instructor in writing. The instructor will be required to respond in writing by a specified date within the semester. The student's statement and the instructor's response will be reviewed by the entire committee, after which the committee can:
     a. Request more information from the student and/or the instructor
     b. Decide to change or maintain the grade
   - Step 5: When the committee has made its decision, it will notify the student and instructor in writing and the student will be given a copy of the instructor's written response by the end of the semester.
4. The University Appeals committee shall consist of faculty and at least one student.
5. Individuals may not participate as a member of the University Appeals Committee in review of an appeal if they are a participant in the appeal. The decision of the University Appeals Committee is final.
6. If a student is a candidate for graduation, the grade appeal must be initiated 30 days from the last day of the semester. The Office of the Registrar must be notified in writing of the intent to appeal the grade. The degree will not be granted until the grade change process has been completed.
7. No grades can be changed for any reason after a degree has been granted.

(SP05-09)

Course Load for Undergraduate Students

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

Course Time Conflict

Students may not enroll in classes that conflict in time. If the faculty members involved believe a student may participate fully and attend two classes that conflict in time in the schedule, the student must obtain the signature of both instructors for these classes on the Time Conflict form, and state the reasons why this is possible.
(SP04-30)

Credit by Examination

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

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

Credit for Military Service

Credit will be allowed toward graduation to any student submitting evidence (DD 214 or DD 295) of satisfactory completion of Basic Training. Students with service in the Air Force, Army and Coast Guard will receive 4 units of credit. Students with service in the Marine Corps will earn 8 units of credit. Credit is allowed in accordance with the recommendation by the American Council on Education (ACE). Other military courses completed may earn baccalaureate credit as outlined in the Guide to the Evaluation of Education Experience in the Armed Forces. CSU Channel Islands has final discretion on where these units will be applied.

Credit for Non-collegiate Instruction

Cal State Channel Islands grants undergraduate degree credit for successful completion of non-collegiate instruction, either military or civilian, appropriate to the baccalaureate degree, which has been recommended by the Commission on Educational Credit and Credentials of the American

Council on Education. The number of units allowed are those recommended in the Guide to the Evaluation of Educational Experience in the Armed Services and the National Guide to Educational Credit for Training Programs.

Credit Toward Graduation for Courses Taken Outside CSU Channel Islands

A student may earn credit toward graduation for courses taken outside of CSU Channel Islands as follows:

Transfer of Undergraduate and Graduate Credit from Another Accredited Institution

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

Transfer of Undergraduate Credit From Accredited Community Colleges

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

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

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

Declaration of Majors

To help ensure timely completion of graduation requirements, students who have a total of 60 units completed and in progress must have declared a major before they may register for the next term. Upper division transfer students are required to declare their intended major on their application for admission. (SP02-06)

Disability Related Priority Registration

Accountability

Disability Accommodation Services Counselor and the University Registrar

Applicability

Students with a documented disability

Definition(s)

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

Text

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

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

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

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

Degrees Awarded Posthumously

A posthumous degree may be awarded if the student completed a) 30 units in residence; b) 60 units overall; c) 20 units in the declared major, and had a G.P.A. of at least 2.0. The Provost/VPAA may initiate a request for the awarding of the posthumous degree by communicating in writing with the Office of the Registrar. Final authority for approval lies with the President.
(SP 06-10)

Double-Counting of Course Requirements

A course may meet the requirements for two or more program areas (majors, minors, and other sub-programs) if the coordinators for those program areas agree; however, the units for the course are counted only once toward the total units for graduation. Double counting between a program and General Education requirements is also allowed. Only six of the nine units of upper-division, interdisciplinary General Education courses may be double counted between a major and General Education.
(SP01-34)

Extension Courses

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

Free Speech and Assembly

Accountability

The Vice President for Student Affairs and the office of Student Leadership and Community

Applicability

All registered students at CSUCI

Text

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

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

This policy is not intended to prohibit or regulate free speech in the form of a guest lecture or speaker which is tied to, sponsored by or affiliated with a specific academic class or program.

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

1. *Disruptive Activity:* Obstruction, disruption, or interference with classes, research, administrative functions, or other University activities is not permitted. Likewise, infringement on the rights of others is prohibited.

2. *Reasonable Access:* It is important to provide reasonable access to and exit from any office, classroom, laboratory, or building. Likewise vehicular and pedestrian traffic should not be obstructed.

3. *Peaceful Assembly:* Picketing or demonstrating in an orderly manner or distributing literature outside University buildings is acceptable with the appropriate approval from the Office of Student Leadership and Development. Demonstrations inside campus buildings are prohibited. All applicable University policies on written materials apply as well.

4. *Symbolic Protest:* Displaying a sign, gesturing, wearing symbolic clothing, or otherwise protesting silently is permissible unless it is a disruptive activity or impedes access. Such actions should not interfere with others view or prevent them from being able to pay attention to other events, which may be occurring. In all instances signs may not be carried with the aid of wooden, plastic, or metal sticks, pipes or polls.

5. *Noise:* Making sustained or repeated noise in a manner that substantially interferes with a speaker's ability to communicate his/her message is prohibited. Noise levels should not interfere with classes, meetings, or activities in progress.

6. *Force or Violence:* Any attempt to prevent a University activity or other lawful assembly by the threat or use of force or violence is prohibited.

7. *Damage to Property:* Care should always be taken to ensure that University and personal property is not damaged or destroyed.

8. *Other University Regulations:* All applicable University rules, regulations, policies, and guidelines should always be adhered to.

(SA.07.006)

Grade Point Average (GPA)

An overall GPA of 2.0 is required in:
1. Total courses attempted
2. CSU Channel Islands courses attempted; and
3. Courses in the major

Grades

1. "ABCDF" is the default grading system.
2. Although it is not required, individual faculty members may add a "+" or "-" to any grade except "F." By adding a "+" to a grade, the grade points earned increase by 0.3 (except an A+ shall still be 4.0 grade points). By adding a "-" to a grade, the grade points earned shall decrease

by 0.3. Course syllabi are required to state clearly whether "+/-" grading is used.
3. A student may take a course "CR/NC" if the course is designated as allowing "CR/NC" grading in the course approval process.
4. Not more than 12 units of general education courses may be taken "CR/NC."
5. The decision on how many units of courses may be taken "CR/NC" and which courses can be taken "CR/NC" is left up to each individual program.
6. Course syllabi shall include a discussion of the instructor's grading policy.

(SP01-38)

Grading Symbols Assigned, Other

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

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

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

Graduate/Postbaccalaureate Student Course Repeat

A graduate/post baccalaureate student may take a course a total of 3 times with no grade forgiveness. All grades will be calculated into the GPA. Unit credit for the courses will be granted only once unless courses are repeatable as specified in the catalogue.

(SP03-33)

Graduation in Absentia

Students who have fulfilled the degree residence requirements may be permitted to complete up to 16 of the remaining units at other regionally accredited colleges or universities by petitioning to graduate "in absentia." Approval to graduate in absentia must be requested in advance. Major or minor course substitutions are to be approved by the appropriate academic programs, and GE courses must be approved through the General Education Committee. Approval for graduation in absentia will hold catalog requirements and degree candidacy for 2 years beyond the last term enrolled. Students may petition for in-absentia graduation status through the Office of the Registrar.

(SP 06-20)

Graduation Requirements in United States History, Constitution, and American Ideals (Title V, Section 40404)

Students are required to demonstrate competencies in U.S. History, U.S. Constitution and California State and local government for graduation. Competencies can be met by enrollment in six units as follows:

1. *Choose from one of the following:*

POLS	150	American Political Institutions (3)
POLS	316	State and Local Politics and Policy (3)

Students who have AP credit for American Government or have taken American Government without coverage of California government may take the following:

POLS	140	California Government (1)

2. *Choose from one of the following:*

HIST	270	The United States to 1877 (3)
HIST	271	The United States since 1877 (3)
HIST	272	Constitutional History of the U.S. (3)
HIST	275	The United States to 1900 (3)
HIST	350	Chicana/o History and Culture (3)

High School Students

Students still enrolled in high school will 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 program and does not constitute the right to continued enrollment.

Honor Code

Academic integrity is the responsibility of all members of the CSUCI community. We, as members of the university community, share equally in the responsibility to ensure that the honor code instills self-respect; fosters scholarship and achievement; builds habits of honesty; promotes ethical behavior; inspires mutual fellowship and respect; and confers prestige on California State University Channel Islands and members of the university community. All university community members should be familiar with the Honor code. Students share with faculty and staff the responsibility of sustaining a climate of integrity. These values are to be maintained at all times.

A. Introduction

In a university community, there can be no doubt that honor and the pursuit of knowledge are inexorably intertwined.

An honor system must be believed in, supported, and administered by those who belong to it. Upon enrollment at California State University Channel Islands (CSUCI), each student is automatically subject to the provisions of the Honor system. Each student has a duty to become familiar with the Honor Code and the provisions of the Honor system. Ignorance of what constitutes an Honor Code violation cannot be used as a defense in an honor hearing.

The Honor system at CSUCI does not discriminate based upon race, color, religion, national origin, political affiliation, gender, sexual orientation, age, or disability.
A faculty or staff member may require examination, paper, and other written or electronically submitted assignment contain the following pledge (or similar pledge approved by the faculty or staff member) of the student(s) submitting the work: "This work complies with the CSUCI Honor Code." The pledge shall be signed by the student(s) unless it is submitted electronically, in which case the faculty or staff member may require a different method of proof of a student's pledge.

B. The Honor Code

Students shall observe complete honesty in all academic matters. All students are strongly urged to ask their faculty or staff members to clarify what types of conduct are authorized or unauthorized in each course. Violations of the Honor Code include, but are not limited to, taking or attempting to take any of the following actions:

1. Using unauthorized materials or receiving unauthorized assistance during an examination or in connection with any work done for academic credit. Unauthorized materials may include, but are not limited to, notes, textbooks, previous examinations, exhibits, experiments, papers, or other supplementary items.
2. Giving false or misleading information regarding an academic matter.
3. Copying information from another student during an examination.
4. Rendering unauthorized assistance to another student by knowingly permitting him or her to see or copy all or a portion of an examination or any work to be submitted for academic credit.
5. Obtaining prior knowledge of examination materials (including using copies of previously given examinations obtained from files maintained by various groups and organizations) in an unauthorized manner.
6. Providing or obtaining unauthorized copies of any portion of an examination or other course work.
7. Using a commercially prepared paper or research project, or submitting for academic credit any work completed by someone else.
8. Falsifying or attempting to falsify class attendance records for oneself, or for someone else, or having another falsify attendance records on your behalf.
9. Falsifying material relating to course registration or grades, either for oneself or for someone else.
10. Falsifying reasons why a student did not attend a required class or take a scheduled examination.
11. Taking an examination in the place of another student.
12. Making unauthorized changes in any reported grade or on an official academic report form.
13. Falsifying data submitted for academic credit.
14. Collaborating in an unauthorized manner with one or more other students on an examination or any work submitted for academic credit.
15. Committing the act of plagiarism - the deliberate copying, writing, or presenting as one's own the information, ideas, or phrasing of another person without proper acknowledgment of the true source.
16. Using University resources in an academically dishonest manner.
17. Falsifying evidence, intimidating, or influencing someone in connection with an honor violation investigation, hearing, or appeal.

(SP04-38)

Incomplete Grade Policy

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

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

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

the calendar year deadline. The "IC" is counted as a failing grade (equivalent to an "F") for grade point average and progress point computation. Although the one-year maximum for incomplete grades will be the general university policy, Executive Order 171 specifies that exceptions can be made in special cases, such as military service and serious health problems. An extension of an "I" grade in any one course shall be allowed only one time, for a maximum total extension of one year. An "I" may not be changed to a passing grade as the result of re-enrolling in the course. In cases where repetition of the course is appropriate, the student will be assigned a withdrawal or failing grade rather than an "I" grade. A failing grade is not an acceptable reason to request or grant an incomplete grade. If a student subsequently completes a course that is recorded as incomplete on a transcript from another institution, it is the student's responsibility to submit a corrected official transcript and advise the Office of Admissions and Records that he/she wishes to receive credit.
(SP03-18)

Intent to Enroll

Accountability
Enrollment Services

Applicability
Any undergraduate applicant who has been offered admission to the University.

Definition(s)
Intent to Enroll – Form used by applicant to notify the University of his/her acceptance of the offer of admission.

Text
Admitted undergraduate applicants are required to indicate their acceptance of the offer of admission by submitting the Intent to Enroll form and enrollment confirmation deposit, if requested, by the published deadline. Failure to submit the Intent to Enroll by the deadline may result in the applicant's inability to enroll in classes or otherwise be accommodated at the University.
(SA.02.007)

International Program Credit
Course credits earned in universities abroad may be accepted for degree credit at CSU Channel Islands subject to evaluation by the Office of Admissions and Records. Specific course equivalencies may require consultation with individual program coordinators. CSU Channel Islands students who desire, subsequently, to take courses at a foreign university for degree credit must have each such course approved in advance in writing by the program coordinator.
(SR 36-01)

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

1. Definition
   Internships integrate the students' academic study with practical experience in cooperating organizations. Through the integration of practical and academic experience, students enhance their academic knowledge in their area of study, their personal development, and their professional preparation. The teaching faculty and the on-site supervisors share in the educational process of interns.
   Any academic department/program/unit/faculty can develop their appropriate guidelines and procedures and structure regarding internships. However, for the purposes of legally minimizing the risk of liability and ensuring a safe and effective internship program for the University, students, faculty and partner organizations, the following policy should be incorporated into any university-related internship program.

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

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

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

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

Issuing Official Transcripts

Accountability
University Registrar

Applicability
Any student who has ever enrolled in an academic program at CSU Channel Islands may request an official transcript.

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

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

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

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

Transcripts are normally issued via U.S. Mail to the recipient designated by the student. Prior arrangement must be made in order for transcripts to be picked up by the student. Pick up of transcripts by student's designee must be authorized in writing at the time of request.
(SA.02.009)

Language and Multicultural Requirements
1. The language requirement can be met by satisfying General Education category C3a with a grade of C or better. Students who are G.E. certified in Section C must still meet the language requirement for graduation and may do so either by passing a C3a course with a grade of "C" or better or by demonstrating proficiency through examination. Students will also receive credit for having advanced proficiency in a language other than English. This proficiency can be demonstrated via an examination that assesses the student's language skills (speaking, listening, reading and writing) on a variety of informal and formal topics. By passing this examination, students fulfill the graduation exit requirement for language. For purposes of the General Education requirement, however, students receive content credit but not unit credit.
2. The multicultural requirement can be met by satisfying General Education category C3b with a grade of C or better.

(SP 03-27)

Minimum Graduate GPA
A minimum grade point average of 3.0 (B) is required across all letter-graded courses taken to satisfy requirements for the graduate degree. Programs may implement stricter grade requirements.
(SP 05-22)

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

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

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

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

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

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

Outstanding Multicultural Perspectives Award
Granted to a student who demonstrates a widening of multicultural perspectives.

Outstanding International Perspectives Award
Granted to a student who demonstrates a widening of international perspectives.
(SP04-22)

Multiple Majors
Students may declare more than one major. If all majors completed lead to the same degree, BA or BS, they will all appear on the diploma. If the majors lead to different degrees, the policy on double degrees applies. Double counting of courses shall conform to the policy in Senate Resolution 34-01.
(SP02-08)

Number of Units Granted for a Thesis or Project

No more than six units of course credit may be offered for a thesis or project to fulfill the requirements of a graduate degree. (SP 05-25)

Open University

Open University permits non-matriculated students to register concurrently with matriculated students in regular classes. Up to 24 units earned through Open University and Extension (see Extension Programs) may be applied to a bachelor's degree at CSU Channel Islands, and up to 9 units may be applied to a master's degree.

Placement Test Requirements, Systemwide

The California State University requires each entering undergraduate, except those who qualify for an exemption, to 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. They are designed to identify entering students who may need additional support in acquiring basic English and mathematics skills necessary to succeed in CSU baccalaureate-level courses. Undergraduate students who do not demonstrate college-level skills both in English and in mathematics will be placed in appropriate remedial programs and activities during the first term of their enrollment. Students placed in remedial programs in either English or mathematics must complete all remediation in their first year of enrollment. Failure to complete remediation by the end of the first year may result in denial of enrollment for future terms.

Students register for the EPT and/or ELM at their local CSU campus. Questions about test dates and registration materials may be addressed to the office of Student Life located in the Bell Tower Building, (805) 437-8510.

English Placement Test (EPT)

The CSU English Placement Test (EPT is designed to assess the level of reading and writing skills of entering undergraduate students so that they can be placed in appropriate baccalaureate-level courses). The CSU EPT must be competed by all entering undergraduates, with the exception of those who present proof of one of the following:

- A score of "Exempt" on the augmented English CST taken in grade 11.
- A score of 550 or above on the verbal section of the College Board SAT I Reasoning Test taken April 1995 or later.
- A score of 24 or above on the enhanced ACT English Test taken October 1989 or later.
- A score of 680 or above on the re-centered and adjusted College Board SAT II: Writing Test taken May 1998 or later.
- A score of 3, 4, or 5 on either the Language and Composition or the Composition and Literature examination of the College Board Scholastic Advanced Placement program.
- Completion and transfer of a course that satisfies the General Education-Breadth or Intersegmental General Education Transfer Curriculum (IGETC) written communication requirement, provided such course was completed with a grade of C or better.

Directed Self Placement (DSP)

Directed Self Placement will be the only method used on the Channel Islands campus to place students into freshman composition courses. EPT scores will not be used. Students will be given guidance in Directed Self Placement during Orientation, and will select either English 105, Composition and Rhetoric, or the English 102, 103 Stretch Composition sequence. Completion of either English 105 or English 102 plus English 103 satisfies the freshman writing requirement.

Entry Level Mathematics (ELM) Placement Examination

The Entry Level Mathematics (ELM) Placement Examination is designed to assess the skill levels of entering CSU students in the areas of mathematics typically covered in three years of rigorous college preparatory mathematics courses in high school (Algebra I, Algebra II, and Geometry). The CSU ELM must be completed by all entering undergraduates, with the exception of those who present proof of one of the following:

- A score of "Exempt" on the augmented mathematics CST taken in grade 11;
- A score of 550 or above on the mathematics section of the College Board SAT I Reasoning Test or on the College Board SAT II Mathematics Tests Level I, IC (Calculator), II, or IIC (Calculator);
- A score of 23 or above on the American College Testing Mathematics Test;
- A score of 3 or above on the College Board Advanced Placement Mathematics examination (AB or BC) or Statistics examination; or
- Completion and transfer of a course that satisfies the General Education-Breadth or Intersegmental General Education Transfer Curriculum (IGETC) quantitative reasoning requirement provided such course was completed with a grade of C or better.

Prerequisite Courses to Meet Graduate Degree Requirements, Use of

No undergraduate courses taken to satisfy prerequisite requirements for admission to a graduate program may be included in the minimum number of units required for that program.
(SP 05-20)

Program Honors

Program honors will be awarded based on criteria developed by individual programs.
(SP01-41)

Repeat Policy (Forgiveness of Previously Earned Grade)

The Forgiveness of Previously Earned Grade Policy may be used only by undergraduate students. It may not be used by graduate/post baccalaureate students working on master's degrees, graduate certificates, teaching credentials or by unclassified post baccalaureate students, even when they might take undergraduate courses.

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. This policy applies only to courses taken at CSUCI and repeated at CSUCI.
3. A student may repeat up to a total of eighteen (18) semester units taken at CSUCI, for forgiveness. Beyond 18 semester units, all grades received will be averaged into the GPA.
4. This policy may be used only on grades of "WU," "F," D-, "D," "D+," "C-," "IC."
5. This policy may not be used on grades of "A+", "A", "A-", "B+", "B", "B-", "C+", "C", "I".
6. A grade assigned as a result of student disciplinary procedures cannot be forgiven and will be computed in the grade point average.

(SP03-32)

Residence Required for the Master's Degree

A minimum of 21 semester units must be taken in residence after admission to the graduate program offering the degree. The program may authorize the substitution of credit earned by alternate means for a part of this residence requirement.

Second Baccalaureate Degree

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

To be eligible for admission as a Second Baccalaureate degree candidate, students must:

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

Degree Requirements:

- Students must satisfy all requirements for the degree, including any current General Education requirements/ graduation requirements not previously met.
- Students must meet all applicable Title V requirements.
- Students must satisfy the Graduation Writing Assessment Requirement.
- Students must complete requirements in a discipline in which no degree has previously been granted. Courses previously applied to another degree may be used to satisfy content requirements, but cannot be used to satisfy unit requirements of the post-baccalaureate degree.
- Students must complete a minimum of 30 units in residence, including 24 units in upper division courses, which includes12 units in the major.
- Students must maintain at least a 2.00 grade point average in all courses taken to remain in good academic standing.
- Students are not eligible for University honors, but may be eligible for major program or other honors.
- Programs must approve all course work used to satisfy major degree requirements

In addition:

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

(SP06-19)

Semester Honors

CSUCI undergraduate students completing 12 or more units with a letter grade in a single semester or completing 12 or more units with a letter grade in one academic year assessed at the end of the spring semester, shall be named to the Semester Honors list if they earn a 3.75 or higher grade point average.

(SP03-19)

Student Judicial Process

Accountability

The Vice President for Student Affairs and Judicial Affairs in the Office of the Dean of Student Life

Applicability

All registered students at CSUCI

Definition(s)

Adjudicated – To hear, determine, and settle a case by judicial procedure.

Preponderance – Evidence presented which establishes a majority (51%) in favor of one side or the other.

Adverse-witness – A witness for the University testifying against the accused student.

Informal Disposition – Resolution without formal trial-type hearing usually by mutual agreement between the student and the Judicial Officer, including the sanctions to be imposed, if any.

Text

Where possible, informal procedures are implemented, emphasizing the personal growth and development of the student. Where formal procedures are utilized, the system is designed to provide a prompt, fair, impartial hearing and resolution of the matter. When a complaint is received by Judicial Affairs (the Office of the Dean of Student Life), the Judicial Officer investigates the complaint or allegation. If there is evidence to substantiate the charge, the Judicial Officer will initiate the student disciplinary process. Judicial Affairs notifies the student(s) in writing of the alleged misconduct and directs

the student(s) to schedule a meeting with the Judicial Officer. At the initial meeting, the student is advised of his/her rights and informed of the evidence supporting the charges. The student is provided with an opportunity to respond and to openly and honestly discuss the incident and possible resolutions of the case. Students involved in criminal violations are subject to remedies through the criminal justice system (e.g. University Police Department and the Ventura County District Attorney's office) as well as Student Disciplinary action. In the event that a resolution cannot be reached through the informal process the Judicial Officer shall proceed to a formal process.

The following rights shall be explained to the accused prior to the commencement of any formal judicial hearing:

- All parties shall be afforded reasonable written notice, at least five (5) working days prior to the hearing. A letter sent to the address listed in the registrar's records shall constitute full and adequate notice. Written notice shall include:
  - A statement of the time, place and nature of the proceeding.
  - A statement of the nature of the case and of the jurisdiction under which it is to be adjudicated.
  - A brief statement of matters asserted. Thereafter, upon request by the accused, a more detailed and definitive statement will be furnished prior to the commencement of any formal hearing.
- An accused student may choose to have an advisor present at the hearings.
- All hearings will be conducted on the basis that the accused is not in violation until the preponderance of evidence proves otherwise.
- All hearings shall be private and closed only to persons directly involved in the matters being adjudicated. The accused may request that a hearing be open to others. The University shall consider such a request in light of the best interests of all persons involved and of the university.
- The accused may inspect any evidence presented in support of the charges. Evidence may be presented in defense of the accused.
- The accused may hear and question adverse witnesses.
- The accused shall not be forced to present self-incriminating evidence; however, the University is not required to postpone disciplinary proceedings pending the outcome of any criminal prosecution.
- The determination of "in violation" or "not in violation" as charged, shall be based solely on the evidence presented at the hearing.
- The determination from a formal hearing and any sanctions assigned and the Student's Appeal Rights shall be furnished in writing to the accused within five (5) working days following the hearing.
- The enrollment status of the accused shall remain unchanged pending the University's final decision in the matter except in cases where the President or President's designee determines that the safety, health, or general welfare of a student or the University is involved.

The Judicial Officer and/or the Hearing Officer may recommend any disciplinary action listed below with any appropriate modifications as well as any of the penalties listed under informal disposition.

Verbal Disciplinary Warning

A verbal disciplinary warning is an official warning that the student's behavior is in violation of the CSUCI Student Code of Conduct. The verbal warning is the least severe of all the sanctions. If the student is found to be in violation of a second charge, subsequent action may be more severe.

Written Disciplinary Warning

A written disciplinary warning is an official reprimand for violations of specified University policies or campus regulations. The written warning is placed in the students file for a specified period of time. The warning is then removed if the student does not commit any further violations during the specified time. If the student is found to be in violation of a second charge, subsequent action may be more severe.

Disciplinary Probation

Disciplinary probation status is designed for a specific length of time extending from a month to a number of semesters. Restrictive conditions may be imposed and vary according to the severity of the offense. Restrictive conditions include, but are not limited to, the following: loss of good standing, which may become a matter of record; the loss of eligibility to receive any University award, scholarship, loan, honorary recognition, or initiation into any local or national organizations; denial of the privilege to occupy a position of leadership or responsibility in a University student organization, publication, or activity, and loss of privilege to represent the University in a public capacity.

While under disciplinary probation, the student is given a chance to show the capability and willingness to live in accordance with the University rules. However, if the student is found to be in violation through another action while on disciplinary probation, more serious consideration will be given to suspension or expulsion from the University.

Suspension*

A student involved in an offense warranting consideration of action more serious than disciplinary probation, or one involved in repeated misconduct may face suspension. Suspension is the separation of the student from the University for a specified period of time, after which the student is eligible to return, provided that the student has complied with any conditions imposed as part of the suspension. The length of the suspension period shall be definite and may extend from days to a number of semesters. During suspension, a student may not attend class.

Expulsion*

Expulsion is the permanent separation of the student from student status from the University. When an offense is of such severity that the University will not allow the student to re-enroll, the student will be expelled. When a student has been expelled from the University for disciplinary reasons, a full report will be placed in the permanent record of the individual concerned.

* These sanctions may be deferred, i.e., the student may be permitted to remain in school on condition that he/she waives the right to a formal hearing for a subsequent violation. Sanctions may be imposed separately or in combination with other disciplinary action.

Restitution
Reimbursement, either monetary or by service(s) performed to, or misappropriation of University property, or property belonging to campus community members.

Special Assignment
Assignment of costs, labor, duties or other responsibilities, (e.g., apology, research paper, community services etc.), which are appropriate to the violations. Special assignments may be imposed at any level of sanctions.
(SA.11.002)

Submission of Official Transcripts

Accountability
Director of Admissions and Recruitment and the University Registrar

Applicability
All applicants for admission to degree-, credential-, or certificate-granting programs at CSU Channel Islands.

Definition(s)
Official Transcripts include all prior coursework attempted, withdrawn, completed, and in-progress at all institutions, colleges, universities, or high schools.

Text
1. A transcript is considered official if it is sent directly from the institution of origin to the office of Admissions and Recruitment at CSU Channel Islands and bears the official seal of the institution of origin and the signature of the custodian of records. A transcript hand-carried by the applicant from the institution of origin in an envelope sealed by the issuing institution is also considered official. A transcript bearing a college seal is not official unless it meets the above guidelines.

2. Official transcripts are required from all institutions attended, including extension and correspondence courses, even if withdrawal occurred prior to the completion of the course(s). The University reserves the right to determine whether a transcript will be accepted as official. An applicant disregarding these requirements is subject to disciplinary action and may have the application for admission cancelled.

3. As schools and colleges will send transcripts only upon the request of the student, the responsibility for insuring that official transcripts reach the office of Admissions and Recruitment rests with the applicant.

4. All transcripts submitted to CSUCI become the property of the University. Students are required to have their own personal set of transcripts from all institutions attended for advisement. The office of Admissions and Recruitment will not provide copies from other institutions.

5. Students admitted on a Provisional basis must submit required final official transcripts by the established deadlines. Failure to comply will result in cancellation of provisional admission or a hold on further enrollment until final official transcript is received.

(SA.02.010)

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

Time Limit for Application of Courses Towards Graduate Degree Requirements
All courses satisfying requirements for the master's degree program shall be completed within seven years of the date of award of the degree except where a shorter time limit is specified by the graduate program. Courses exceeding the University time limit, or the graduate program time limit, may be validated by examination or such other method of substantiation of competence as determined by the graduate program coordinator and subject to the approval of the Provost or designee.
(SP 05-23)

Undergraduate Courses to Meet Graduate Requirements, Use of
At least 70% of the total units used to meet graduate degree requirements must be in graduate level (500 & 600 level) courses. If an upper-division course is taken by a grad student to fulfill the unit requirements of a Masters program, supplemental, graduate-level work must be completed.
(SP 05-24)

Units Required for the Master's Degree
All master's degree programs must require completion of a minimum of 30 approved semester units.
(SP 05-28)

University Honors
To receive honors at graduation at CSU Channel Islands, a student must:

1. Complete a minimum 30 units of courses taken at CSUCI for a letter grade,
2. Earn a grade point average of 3.50 or above in all work taken at CSUCI.
3. Earn the following cumulative grade point average in all undergraduate courses, including transfer work:

Summa Cum Laude
This honor is awarded to all students who earn a grade point average of 3.90 - 4.0.

Magna Cum Laude
This honor is awarded to all students who earn a grade point average of 3.75 - 3.89

Cum Laude
This honor is awarded to all students who earn a grade point average of 3.50 - 3.74.

Graduate students and students receiving second or subsequent baccalaureate degrees are not eligible for University honors, but may be eligible for major program or other honors (SP03-24, SP06-19).

Wait List Policy

Prior to the start of classes, students wishing to enroll in a closed course may choose to be added to a wait list. Wait listed students will be automatically enrolled in the course as space becomes available. At the instructor's discretion, students may be added to the course after the start of classes.
(SP03-20)

Waiver of Course Requirement

In addition, students who believe that previous training has sufficiently prepared them in a certain area may request a waiver of a specific course requirement (subject credit only). A waiver of specific course requirements does not reduce the total number of credits required for the major or the degree nor does it reduce the residence requirement.
(SP01-37)

Withdrawal from Courses

1. Students may drop courses during the first three weeks of classes without instructor permission.
2. After the third week of classes and before the end of the tenth week of classes, withdrawal from courses is permissible only for serious and compelling reasons. Approval signatures from the instructor and program chairs must be obtained to withdraw during this period. The withdrawal will be noted as a "W" on the student's permanent record.
3. After the tenth week of instruction, withdrawal is not permitted except in cases beyond the student's control such as accident or serious illness where the assignment of an Incomplete is not practical. Approval signatures from the instructor, program chair and Vice President for Academic Affairs (or designee) must be obtained. Withdrawal in this category will typically involve total withdrawal from the University and will be noted as a "W" on the student's permanent record.
4. Instructor Initiated Withdrawal: Instructors may drop students within the first three weeks of classes and as early as the fist day of classes for any of the following reasons:
   a. Student failure to attend class without having made prior arrangements with the instructor.
   b. Student failure to complete the prerequisites for a course before enrolling.
   c. Student failure to secure properly the permission of the instructor before enrolling when such permission is required.

(SP03-07)

University Policies

Academic Freedom

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

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

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

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

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

Be it finally resolved that the Academic Senate of CSU Channel Islands opposes any system or campus policy that would restrict academic freedom in the name of "security" or a "balanced approach" to controversial issues.
(SR 03-11)

Alcohol at CSUCI

Accountability

For students: the Judicial Affairs Officer; for staff: the Associate Vice President for Human Resource Programs; for faculty: the Associate Vice President for Faculty Affairs & Academic Resources; for campus events and visitors: the University Police Department.

Applicability

All CSUCI students, faculty, staff, tenants, and visitors, on campus organizations, and off campus sponsored organizations and events.

Definition(s)

Alcoholic Beverage – Includes alcohol, spirits, liquor, wine, beer, and every liquid or solid containing alcohol, spirits, wine, or beer, and which contains one-half of one percent or more of alcohol by volume and which is fit for beverage purposes either alone or when diluted, mixed, or combined with other substances.

Sale – The exchanging of any consideration, either directly or indirectly, for an alcoholic beverage. The term "sale" also includes the imposition of any admission charge to, or any other charge for the event at which alcoholic beverages will be served exclusively to those who pay such charge. The term "consideration", as used above, includes money or tickets, tokens or chips which have been issued in exchange for money, or anything else of value.

University Property – Any real property, land, facility, or annex property thereof, which is owned, leased, licensed, rented, used, or otherwise controlled by the University.

University Event – Any event, meeting, conference, party, or gathering that is conducted on University property or that is conducted or sponsored off campus by the University, or by a component thereof, or by an official, employee, or agent thereof, acting in his/her capacity as such, or by any club, team, or organization that is permitted to use the name of the University or that is officially affiliated with the University.

Appropriate University Official – President, Provost, Vice Presidents, Deans, Directors, Campus Police Officer, and Housing Administrator.

Residence – Any leased apartment or dwelling space on University property (including but not limited to balconies, adjacent sidewalks, parking lots and yards).

Resident – Any person who rents, leases, or resides in a residence.

Student Housing Consumption Zone – Any apartment where all occupants have completed the required Alcohol Education Program, met with the Resident Director or designee and has been granted full alcohol privileges.

Text

The intent of this policy is neither to encourage nor to endorse the use of alcoholic beverages, but to describe the permitted and prohibited use of alcoholic beverages on campus. The University is committed to maintaining an environment that is predominantly free of the use of alcoholic beverages and in full compliance with federal and state laws and CSU System wide mandates and directives. Students, employees, or visitors who violate laws or University policies concerning alcoholic beverages shall be subject to criminal prosecution and/or institutional sanctions. Such sanctions may include behavioral probation, suspension, or termination/expulsion.

Authorization for the Possession, Sale or Distribution of Alcoholic Beverages

An individual or group may not possess, consume, sell or distribute alcoholic beverages on Cal State University Channel Islands property without the written approval from the President or designee.

On-campus Events

- Any sale, furnishing, use, or consumption of an alcoholic beverage, at any on campus University Event that is made or performed by an individual, group or organization in violation of state or federal law and/or CSU System wide mandates and directives is prohibited.
- No minors shall be permitted to consume alcoholic beverages at any time. No person under twenty-one (21) years of age shall be in attendance unless specific control procedures to prevent service to and consumption by minors have been previously approved by appropriate University official.
- Any sale, furnishing, use or consumption of an alcoholic beverage at any University event without prior approval by the President or designee is prohibited. Attendance at the event shall be limited to members of the sponsoring organization and their invited guests. The event shall not be advertised or publicized as an event where alcoholic beverages are to be served. The facilitator of the event and the sponsoring organization are both responsible for compliance with applicable laws, regulations, and University policies.
- University Chief of Police must be notified in advance of any event where 100 or more people are expected and alcohol is served.
- The facilitator and/or sponsoring organization in charge of the event where alcohol is used or consumed are both individually responsible and liable for compliance with all applicable laws, regulations, University policies and procedures.
- Possession or consumption of alcoholic beverages by any student within his/her own residence or any other residence without first obtaining alcohol privileges and the dwelling designated as a Consumption Zone is prohibited. This rule also applies to students leasing space governed by the Specific Reuse Plan on behalf of the Site Authority (University Glen, The Town Center and the future Research and Development Park)
- Consumption of alcoholic beverages in a public area is prohibited, except where alcohol at an event is approved in advance by the President or the President's designee.
- Any student resident or guests that do not meet state or federal laws, CSU System wide and/or CSUCI mandates required to in order to consume alcoholic beverages are prohibited from any student residence where alcohol is being stored or consumed or where alcohol containers are either empty or containing alcohol.
- Any person under the age of 21 years present in or admitted into a student residence in which alcoholic beverages are being served or consumed is strictly prohibited.
- Intoxication in any area of the University is prohibited.

Off-campus Events

- Any sale, furnishing, use or consumption of an alcoholic beverage, at any off-campus event sponsored by a registered/recognized student club or organization without prior approval by the President or designee is prohibited.
- Intoxication by any member of a University registered/recognized student club or organization at any off-campus event is prohibited. The facilitator and/or sponsoring organization in charge of the event where alcohol is used or consumed are both individually responsible and liable for compliance with all applicable laws, regulations, University policies and procedures.

Enforcement of Alcohol Policies—

Violations of University Alcohol Policy will be strictly enforced.

- On campus, the CSUCI Police Department exercises police powers in enforcing state laws regarding alcoholic beverages. Violators may be referred to the District Attorney for prosecution. In addition to requesting prosecution under appropriate laws, the University may impose its own sanctions on the students and University employees.
- Violation of the University Alcohol Policy by students for on and off campus University events will be referred to the Judicial Affairs Officer.

Marketing and Sales of Alcoholic Beverages

CSU Chancellor's Office Executive Order No. 966 prohibits the sale of alcoholic beverages at any athletic event held in University owned or operated facilities and limits alcohol advertising to beer and wine on California State University campuses in compliance with policy guidelines consistent with the "Guidelines for Beverage Alcohol Marketing" distributed by the National Inter-Association Task Force on Alcohol Issues, a higher education coalition dedicated to the responsible use and advertising of alcoholic beverages.
(SA.03.002)

Campus Locks and Keys

Accountability

Associate Vice President for Operations Planning and Construction (OPC)

Applicability

All persons requiring access to University buildings, including faculty, staff, students, auxiliaries, lessees, contractors, and other users.

Definition(s)

Campus locks are defined as any fitting that is used to provide access to, and security for, any university facility. This includes, but is not limited to: locksets with physical keys; padlocks; electronic access devices (with numeric keypads, swipe cards, or proximity readers), or any other devices used to provide access and security to facilities.

Keys are physical devices used to gain access to locks and include traditional cut-metal keys, and electronic fobs or swipe cards used in electronic locks. Keys are issued to individuals and shall be returned when no longer needed.

Access codes are numeric combinations used to access locks that can be used alone or in combination with a physical device. Access codes are issued to individuals and shall be de-activated from the system when no longer needed.

Text

OPC is the resource for installation, maintenance, and repair of campus locks; and the issuance of keys and access codes for all university facilities. OPC will coordinate with University departments for key/code requests, and with Human Resources Programs to confirm return of keys and deactivation of codes upon employee separation. On a regular basis, OPC will update remote locking devices for revised codes, user access, and time clock operations.

Locking Devices

OPC will coordinate all requests for new locking devices, based on specific information provided by the requesting department. OPC will recommend appropriate locking devices compatible with established campus systems. Security systems are not part of this policy.

Inventory

OPC will maintain a central inventory of campus locks, associated keys, personnel authorized for access and their issued keys and/or access code(s). Campus departments shall notify OPC of pending employee separation to de-activate access codes, and facilitate return of all keys issued to that individual.

Key and Access Code Issuance

All locks will be keyed by OPC to provide emergency access by Public Safety, Ventura County Fire Department, OPC Emergency Access, and custodians.

All keys/access codes are issued only to individuals. Requests shall be signed and authorized by the Department Head, Dean, Chair, or Director. Requests for master keys shall be approved by the divisional vice president.

Keys/Access Codes shall be picked up by, and signed for by, the individual to whom the key/access code is assigned. Student keys/access codes must be authorized by the requesting department on a semester-to-semester basis. OPC is responsible for assignment, return, and deactivation of keys/access codes to contractors performing work on campus.

General Information

Loaning and lending of keys is prohibited. Access codes are the responsibility of the individual to whom issued, and shall not be shared. Lost/misplaced keys and compromised access codes shall be reported to OPC immediately. Persons in possession of unauthorized keys may be guilty of a misdemeanor as outlined in California Penal Code 469. Possession of unauthorized keys, access codes, etc., or sharing of such with unauthorized persons may constitute employee and/or student misconduct and subject the involved person to discipline.

The university department that originally approved the specific key request shall be responsible for the cost of re-issuing keys/codes and required re-keying. Lost keys often require physical re-keying of numerous affected locks. OPC will estimate these charges based on number of affected locks and keys, and will charge the department for actual time and materials required. Re-keying and re-issuing charges shall be approved before additional keys will be re-issued to an individual.

Clearance Certificates

Separating faculty or staff must return all keys/access devices before clearance certificate will be signed. Departments will be held responsible for keys/access devices not returned, along with any associated costs of re-keying. Departments will be held liable for keys not returned by auxiliary staff, volunteers, and students.

Electronic Access Configuration

OPC will determine the appropriate lock for each door based on number of users, type of space/facility and value of assets within.

Routine adjustment for individual offices will include change of occupant because of hiring or separation. Routine adjustment for multi-user rooms, such as classrooms, labs, and conference rooms will include revising the active access codes based on faculty staff assignments at the start of each semester, and change of access codes because of hiring or separation. Routine adjustment for time-clock operations include revising times and the start and end of each semester, holiday and academic break schedules, and for daylight savings time.

Chargeback

Replacement of door locks or re-keying for other than maintenance reasons will be a chargeback to the requesting department. Electronic access programming for other than routine adjustment configuration will be a chargeback to the requesting department. All charges related to this work will be processed in conformance with the chargeback policy. (FA.40.002)

Campus Violence

Accountability

Established personnel and public safety procedures will serve as the mechanism for resolving situations of violence or threats of violence. For students and student applicants, this policy is administered through the Judicial Affairs Officer.

Applicability

This policy applies to all individuals on the campus of California State University Channel Islands including vendors or guests.

Text

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

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

For the purpose of this policy, violence and threats of violence include, but are not limited to:

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

(FA.31.009)

Career Placement

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

Communication with Students

The purpose of this policy is to ensure accurate, timely, and effective communication of University business to students either by mail or email.

1. **Mail**
   a. Students shall provide the University with a current mailing address.
2. **Email**
   a. All students shall receive an email account from the University. Official student email addresses end in @ dolphin.csuci.edu. Students may have email privileges restricted for disciplinary reasons.
   b. The University shall utilize the "Dolphin Email" system as the official means of communication to CSUCI students. In the event that the University is unable to communicate with a student using the "Dolphin Email" system, the University shall communicate with students via the U.S. Postal Service.
   c. Students shall check their "Dolphin Email" at least once each week.
   d. Students may redirect their University email address to another account. However, the University will not be

responsible for the handling of email by outside vendors or departmental servers. Instructions for redirecting shall be available on the CSUCI "Dolphin Email" web site.

e. Faculty shall determine how electronic forms of communication (e.g. email) will be used in their respective classes and will specify requirements to their students.
f. All electronic communication shall meet federal and state accessibility requirements.
g. All email sent to students shall include the name, title, email address, and telephone number of the person sending the email so that the student may verify the integrity of the email.
h. Personal or identifying information in emails sent to students may only include directory information as defined in the University Catalog under the section entitled "Privacy Rights of Students in Education Records (FERPA)" unless the student has specified in writing to the Admissions and Records office not to release directory information.
i. It is a violation of University policy to use University mail or a University email address to impersonate a University office, administrator, faculty, staff member, or student.
j. Students who are suspended or expelled may have their "Dolphin Email" account closed. The account shall only be re-opened with approval from the University Judicial Affairs Officer.
k. Complaints involving harassing email shall be investigated by the University Judicial Affairs Officer.
l. Students who voluntarily withdraw from the University and have not completed their program degree or have not enrolled for more than one academic year, will have their email account closed at that time.
m. Only designated University offices are eligible to send global student emails.
n. Student email addresses shall not be provided for commercial purposes, personal gain or spamming.

(SP04-20) (SA.07.005)

Computer Related Crimes

Information technology plays a critical role in determining the ultimate success of the University in the accomplishment of its mission. It touches every academic discipline and administrative service provided by the University.

Pursuant to CA Penal Code 502 and Title 5 Section 41301(b) of the California Code of Regulations, it is illegal and against University policy to knowingly access and without permission alter, damage, delete, destroy, or otherwise use any data, computer, computer system, or computer network in order to defraud, deceive, extort, or wrongfully control or obtain money, property, or data, or to knowingly access and without permission take, copy, or make use of any data from a computer, computer system, or computer network, or to knowingly access and without permission add, alter, damage, delete, or destroy any data, software, or program, or to knowingly and without permission disrupt or cause the disruption of computer services, or to knowingly and without permission provide or assist in providing a means of accessing a computer, computer system, or network or introduce a computer contaminant.

Such activities could result in: University disciplinary action, criminal action, including fines and/or imprisonment, and/or civil action by victims of computer crimes.

Any incident of suspected computer misuse as defined in this policy should be reported to the Police Department. Offices which may be involved in the university's response to reported instances of computer misuse, in addition to Public Safety, include: Human Resources, Provost and Vice President for Academic Affairs, Vice President for Student Affairs, Vice President for Finance and Administration, and Chief Information Officer.

Death of a Student

Accountability

Student Death Emergency Response Coordinator

Applicability

All current CSUCI students.

Definition(s)

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

Student Death Emergency Response (SDER) Team – a campus administrative group consisting of the Vice President for Student Affairs, the CSUCI Police Chief, Special Assistant to the President, Director of Communications & Marketing, Dean of Student Life, Dean of Enrollment Services, University Registrar, and the Special Assistant to the Vice President for Student Affairs. The team will be led by the Vice President for Student Affairs who functions as the Student Death Emergency Response Coordinator (SDERC).

SDER Coordinator – the Vice President for Student Affairs as designated by the University President will lead the Student Death Emergency Response Team and is designated responsible for coordinating the notifications and other actions that may be necessary in response to a student death.

Text

The institutional response to a CSUCI student death entails a series of administrative actions to settle accounts and close academic and personnel records. As outlined in the Procedure for Death of a Student, the campus Student Death Emergency Response (SDER) Team shall be activated and notifications made to a number of campus units in order to enable administrative actions to be taken in a timely manner. Notification responsibilities shall be coordinated by the Student Death Emergency Response Team Coordinator or his/her designee, as specified in the Procedure for Death of a Student. It is the policy of the University that non-directory information pertaining to deceased students will only be released to the executor/executrix of the estate, or to the next-of-kin, for a

period of five years commencing with the date of death. During this five year period, the executor/executrix, or next-of-kin, may also authorize the release of non-directory education information on the deceased student to other parties if a written release is signed. After the five year period, access to education information on the deceased is permitted to anyone without permission.

Every effort will be made to preserve the integrity of the academic record of the deceased in order to prevent identity theft and the fraudulent use of course work, degrees or certificates awarded to the deceased.

A Policy on Degrees Awarded Posthumously (SP 06-10) addresses eligibility and questions of awarding a posthumous degree in the name of a deceased student.
Every effort will be made to preserve the integrity of the academic record of the deceased in order to prevent identity theft and the fraudulent use of course work, degrees or certificates awarded to the deceased.
(SA.01.001)

Distribution of Written Materials

Accountability
The Vice President for Student Affairs and the office of Student Leadership and Community

Applicability
All registered students at CSUCI, non-academic functions and external campus constituencies.

Text
1. Written materials identified by authorship and sponsorship may be sold or distributed on campus within the guidelines of propriety and responsible journalism as established and supervised by the Vice President of Student Affairs or designee. The distribution of such materials by student organizations, as approved by the Vice President for Student Affairs or designee, is permitted provided steps have been taken to preserve the orderliness of the campus.

2. The distribution of materials or circulation of petitions to captive audiences such as those in classrooms, at registration, in study areas, or in residential units will not be allowed without prior permission. Such permission may be requested from the pertinent University Vice President or designee.

3. Non-university or off-campus printed materials shall not be distributed or circulated by students or student organizations without first being approved by the Vice President for Student Affairs or designee.

4. Non-campus community members may not distribute or sell materials without seeking approval from the appropriate Vice President or designee, and in some instances may be required to obtain sponsorship from a registered student club or organization prior to receiving approval. Non-campus community members may be charged a fee for the distribution of written materials to students, faculty or staff.

5. All materials, flyers, leaflets, and brochures to be posted on campus from students, student clubs and organizations and non-university affiliated community groups must first be approved by the office of Student Leadership and Community or other appropriate university department. Other University departments may also supply materials to be posted to the office of Student Leadership and Community who will place materials in appropriate display cases and bulletin boards around campus. Every effort will be made to post requested materials within 24 hours from the time the materials are approved. All materials will be removed 14 days after approval or after the event is complete whichever comes first. Students should in no way tack, stick, glue, paste, pin, staple, or otherwise affix any materials on any door, wall, window, or other surface on campus without prior approval from the office of Student Leadership and Community.

(SA.07.003)

Drug-Free Campus and Workplace

Accountability
For Staff: AVP for Human Resources Programs
(805) 437-8423
Human Resources Manager
(805) 437-8846
For Faculty: AVP for Faculty Affairs
(805) 437-8485
For Students: Dean of Student Life
(805) 437-8516

Applicability
All students, faculty, staff, volunteers, members of the public, student assistants and vendors contracting with CSUCI including temporary employees and others who perform work for the benefit of CSUCI.

Definition(s)
Controlled substances – Controlled substances are those substances defined in schedules I through V of the Controlled Substances Act, 21 U.S.C. §812, and by regulation at 21 C.F.R. §1308.

Illegal substances – Illegal substances are controlled substances listed in the Controlled Substance Act which are obtained illegally.

Legal substances – Legal substances are (1) controlled substances that are prescribed or administered by a licensed physician or health-care professional; (2) over-the-counter drugs; and (3) alcoholic beverages.

Text
California State University Channel Islands is committed to providing a safe, healthy and productive work and academic environment for all its employees and students. Consistent with

its concern for the well-being of its faculty, staff and students, it is the policy of the University to maintain a work and academic environment free from drug and alcohol abuse. The unlawful manufacture, distribution, dispensation, possession, sale, offer to sell, purchase, offer to purchase and/or unlawful use of controlled substances* or alcohol on the CSUCI campus or its offsite locations, or as any part of its activities, is prohibited. Controlled substances include, but are not limited to, marijuana, heroin, cocaine, LSD, and amphetamines. In addition, employees are required to remain free from the influence of controlled substances or alcohol while on duty.

As a condition of employment, all employees of the California State University Channel Islands (this includes faculty, staff and students) are required to comply with this policy. CSUCI employees who violate this policy will be subject to disciplinary action up to and including discharge for cause. For those employees covered by a collective bargaining Agreement (CBA), the terms of the CBA shall be controlling.

An employee who is convicted of a criminal drug statute violation occurring in the workplace must, within five (5) calendar days after the conviction, notify CSUCI of such conviction by informing Human Resources Programs at (805) 437-8423 or (805) 437-8490.

Persons who are not employees of California State University Channel Islands, but who volunteer or perform work at the CSUCI for its benefit (such as contractors and their employees, temporary employees provided by agencies, visitors engaged in joint projects at CSUCI, etc.) are required to comply with this policy. Violation of this policy is likely to result in being barred from the workplace even for a first offense.

Counseling

Employee and Student Assistance Program

The primary focus of the CSUCI's substance abuse prevention program is education and counseling. As part of this program, CSUCI will continue to provide educational workshops for faculty, staff, and students, which will address the medical, health, psychological, social and legal ramifications of illicit drug and alcohol use. CSUCI's Employee Assistance Program (offered through PacifiCare at Confidential Phone Number at: 1-800-234-5465) and Student Counseling Programs will continue to provide information, evaluation, counseling and referral services to students of CSUCI seeking help with personal, emotional, substance abuse, or chemical dependency problems. To take advantage of these resources, contact the appropriate office listed below:

CSUCI recognizes drug and alcohol dependency as treatable conditions and offers employee and student support programs for individuals with substance dependency problems. Employees are encouraged, but not required, to seek assistance for drug and alcohol related problems through the confidential counseling provided through PacifiCare. Students may seek assistance from the Counseling and Student Health Center. The staff of Personal Counseling Services and the Student Health Center will assist students with identifying appropriate treatment resources and will refer them to counseling, treatment or rehabilitation programs, as appropriate. Information obtained regarding a student or employee during participation in any related program will be treated as confidential.

Students can reach the CSUCI Counseling and Student Health Center at (805) 437-8828

Drug and Alcohol Awareness Program

CSUCI has established and will maintain a drug and alcohol awareness program to educate employees and students about:

1. CSUCI's substance abuse policy;
2. The dangers of drugs and alcohol in a work and academic environment;
3. Employee and Student Assistance Programs; and
4. Disciplinary action that may be imposed on employees for violations of this policy. (In the case of represented employees, the terms of the CBA prevail in matters of discipline).

On an annual basis, CSUCI will distribute to all faculty, staff and students a copy of this policy.

You are encouraged to read carefully the following Substance Abuse Policy. This policy applies to all members of the CSUCI community consistent with the requirements of the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act Amendment of 1989. As a member of the CSUCI community, you are expected to comply with all aspects of this policy.

If you have any questions regarding the policy or resources available, please feel free to contact the following individuals:

For Staff: AVP for Human Resources Programs
(805) 437-8423
Human Resources Manager
(805) 437-8846

For Faculty: AVP for Faculty Affairs
(805) 437-8485

For Students: Dean of Student Life
(805) 437-8516

CSUCI Sanctions

CSUCI will impose sanctions on individuals and/or organizations that violate this policy. These sanctions will be consistently enforced and penalties will depend on the severity of the offense. Penalties can include termination from CSUCI and referral for prosecution for the most serious violations of the law and this policy. Disciplinary action may be invoked entirely apart from any civil or criminal penalties that the employee might incur.
(FA.31.010)

EOP Grant Awarding

Financial Aid office and the Educational Opportunity Program (EOP)

Applicability
All EOP students at CSUCI.

Definition(s)
EOP – Educational Opportunity Program:

The Educational Opportunity Program is designed to improve academic support of low-income and educationally disadvantaged students. An EOP student has the potential to perform satisfactorily in the CSU but has not been able to realize this potential because of economic or educational background. The program provides admission, academic, and financial assistance to EOP-eligible undergraduate students.

At California State University Channel Islands the program is self funded and receives no state appropriation.

Text
The priority for awarding an EOP grant is as follows:
1. Entering from high school with an expected family contribution of $0-$800.
2. Continuing lower division with an expected family contribution of $0-$800
3. Entering from high school with an expected family contribution of $800-$4000
4. Continuing lower division with an expected family contribution of $800-$4000
5. Continuing upper division with an expected family contribution of $0-$800
6. Continuing upper division with an expected family contribution of $800-$4000

The maximum current EOP grant for full time students is established at $1,000 per academic year ($500 per semester). Approval of grant eligibility for part time enrollment must be confirmed by the EOP coordinator prior to the start of the term. Grant awards will be prorated according to the following schedule.

Full time	12 + units	$500
Three Quarter time	9-11 units	$350
Half time	6-8 units	$200
Less than half time	1-5 units	not eligible

If funds are disbursed at the beginning of a term based on full time enrollment and the student reduces their unit load during the initial change of program period, the EOP grant awards will be adjusted and the student will be required to return funds to the University.

Enrollment adjustments made after the initial change of program period are required to have the approval of the instructor and the Dean or Associate Dean of the Faculty. Courses dropped at this point will be reflected in a grade of "W" on the official transcript. There will be no attempt to recover EOP funds from students who drop below full time status in this manner.

Prior to the start of each term, EOP will provide a list of entering and continuing EOP students to the Office of Financial Aid. If any students have been discontinued from the program, the Office of Financial Aid should be notified as those decisions are made.
(SA.10.004)

Family Educational Rights and Privacy Act (FERPA)

Accountability
This policy designates the Vice President for Student Affairs as the Compliance Officer for the University. This policy also clarifies secondary roles and responsibilities in University procedures for ensuring compliance. The Custodian of Education Records will vary, based on the type of record, as listed on the chart on the next page.

Applicability
All students who are attending or have attended California State University Channel Islands.

Definitions
Student – Any person who enrolls or has been enrolled California State University Channel Islands.

Third Parties – Non-university persons or entities.

University – Hereafter in this document a reference to California State University Channel Islands.

University Official – University employees who have a legitimate educational interest in the records.

Education Records – Any record (in handwriting, print, tapes, film or other medium) maintained by California State University Channel Islands, or an agent of the University, which is directly related to a student except:
1. A personal record kept by a staff member, if it is kept in the personal possession of the individual who made the record, and information contained in the record has never been revealed or made available to any other person except the maker's temporary substitute.
2. An employment record of an individual whose employment is not contingent on the fact that he or she is a student, provided the record is used only in relation to the individual's employment.
3. Records maintained by the University's Student Health Services, Personal Counseling Services, or Disability Accommodation Services offices if the records are used only for treatment of a student and made available only to those persons providing treatment.
4. Alumni records which contain information about a student after he or she is no longer in attendance at the University and the records do not relate to the person as a student.

Legitimate Educational Interest – a school official has a legitimate educational interest in the protected education

records, a legal "right to know" if the official is:
1. Performing a task that is specified in his or her position description or contract agreement: related to a student's education; or related to the discipline of a student.
2. Providing a service or benefit relating to the student or student's family, such as health care, counseling, job placement or financial aid.
3. Maintaining the safety and security of the campus.

The custodian of record as designated in the "Accountability" section, above, will determine whether a legitimate educational interest exists, whether the school official has a legal right to know, on a case-by-case basis. When the custodian has any question regarding the request, the custodian should withhold disclosure unless the custodian obtains written consent from the student or the concurrence of a supervisor or other appropriate official that the record may be released.

Text

California State University Channel Islands is committed to meeting the provisions established in the Family Educational Rights and Privacy Act (FERPA), which protects the rights of students who are attending or have attended the University.

Annual Notification

The University will notify currently enrolled students of their rights under FERPA by publishing a notice in the university catalog, and on the California State University Channel Islands website.

Disclosure of Education Records to Student

A. *Procedure of Students to Inspect Their Education Records*

To inspect or review an education record, a student must submit a written request to the University Registrar. If students wish to inspect their student conduct records, the written request must be submitted to the Dean of Student Life. The student must sign the request; describe the specific records to be reviewed; and must set forth the name under which the student attended the University, the student's student ID number, and the student's last date of attendance. Proper picture identification must be presented before the documents may be reviewed. The custodian of record, or the custodian's designee, may waive the requirement for a written request. For example, the custodian of record for the student account may waive the requirement for a written request when the student requests a copy of the current bill.

The custodian of record or an appropriate designee will make the needed arrangements for access as promptly as possible and advise the student when and where the records will be available for inspection. Access will be given within 45 days or less after receipt of the written request.

Some student records may be destroyed (per the records retention policy) and therefore, the file may not exist for the student to inspect.

B. *Right of University to Refuse Access*

The University reserves the right to refuse permission to the inspection and review of:
- Financial statements of the student's parents;
- Confidential letters and confidential statements of recommendation placed in the education record before January 1, 1975, if the student has waived his or her right to inspect and review those letters and statements, and the letters and statements relate to the student's admission to an educational institution, application for employment, or receipt of an honor or honorary recognition; or
- Confidential letters and confidential statements placed in the education record after January 1, 1975 for which the student has waived the right of access in writing for admission, employment, or receipt of an honor or honorary recognition, except when these documents have been used for any purpose other than that for which they were originally intended; and
- Documents excluded from the FERPA definition of education records (such as those listed in the "Definitions" section above.)

C. *Refusal to Provide Copies*

The University reserves the right not to provide copies of transcripts it has received from other education institutions. It also reserves the right to deny copies of the University transcripts if the student has an unpaid financial obligation to the University.

D. *Request for Copies*

If health reasons or extreme distance from the University prevents the student from inspecting the education record, then copies of the specific education record requested will be mailed to the student. The student must pay all copying expenses in advance of the release of the record. The requirement of a written request will not be waived in these circumstances.

Disclosure of Education Records to Other Than the Student to Whom the Record Pertains

A. *Disclosure of Education Records to University Officials*

The University will disclose information from a student's education records to University officials who have a legitimate educational interest in the records.

A University official has a legitimate educational interest if the official is:
- Performing a task or service specified in the official's position description or contract;
- Performing an instructional task directly related to the student's education;
- Performing a task related to the discipline of a student;
- Performing as a faculty advisor, program director or dean; (this pertains exclusively to access to the student's academic records); or
- Providing a service or benefit relating to the student, including, but not limited to, health care, counseling, job placement, financial aid, or health and safety emergency.

B. *Disclosure to Others*
California State University Channel Islands may disclose information from a student's education records to other than University officials only with written consent of the student, except:

- To officials of another school where the student seeks or intends to enroll;
- To certain authorized government representatives;
- In connection with the student's financial aid request or award and the information is necessary for certain purposes set forth in the regulations;
- To organizations conducting studies for or on behalf of the University;
- To accrediting organizations to carry out their accrediting function;
- To comply with a judicial order or lawfully issued subpoena and the University has made reasonable effort to notify the student of the order or subpoena in advance of compliance;
- To appropriate parties in a health or safety emergency;
- To victims of crimes of violence or of a non-forcible sex offense who requests the final results of a disciplinary review process held by the institution against the perpetrator on account of the crime or offense; or
- In connection with the University's obligation to respond to a request from military recruiters made under the Solomon Amendment.

C. *Records of Requests for Disclosure to Individuals*
Other that the Student or University Officials
A record will be maintained of all requests for access to and disclosures of information from the education records of each student except as stated below. The record will indicate the name of the party making the request, any additional party to whom it may be disclosed and the party's legitimate interest in requesting or obtaining the information. The record may be reviewed by the student. A record of disclosure need not be kept of disclosures to the student, a University official with legitimate educational interests, a party with written consent from the student, or a party seeking directory information.

D. *Directory Information*
The University designates the following items as directory information:

1. Student's name
2. University assigned e-mail address
3. Major field of study
4. Dates of attendance
5. Full-time or part-time status
6. Degrees, awards, and honors received
7. Dates degrees conferred

For Student Employees:

1. Department where employed
2. Employee Status (i.e. Graduate Assistant, Instructional Student Assistant, Teaching Associate)

Directory information may be released without prior written approval unless notified in writing by the student that all information is to be held in confidence by the University. Requests to withhold directory information should be sent in writing to the University Registrar. The student's records will be kept confidential until the student requests in writing that the confidentiality hold be removed.

E. *Challenge and Correction of Education Records*
Students have the right to ask to have education records corrected that they believe are inaccurate, misleading, or in violation of the privacy or other rights of the student. The following are the procedures for correcting the records.

1. The student must request an informal discussion of the questionable item with the custodian of record, who will determine whether to comply.
2. If the student is not satisfied with the result and still wishes to have the record corrected, the student must submit a written request for a change in the education record. This written request must state why the education record is inaccurate, misleading or violates the privacy or other rights of the student. This request must be given to the Vice President for Student Affairs (VPSA). The VPSA will then forward the request to the appropriate division vice president for review.
3. Upon receipt of the request, the appropriate division vice president shall obtain a written statement from the records custodian that explains why the request for the change in the education record was denied at the informal stage.
4. After a review, the Vice President will notify the student whether or not the University will comply with the requested change. If not, the Vice President will notify the student of the right to a hearing to challenge the information believed to be inaccurate, misleading, or in violation of the student's rights. A copy of this communication will be sent to the Vice President for Student Affairs.
5. Upon receiving a written request for a hearing the Vice President for Student Affairs shall arrange for a hearing within a reasonable amount of time after receipt of the request. The student shall be notified reasonably in advance of the date, time and place of the hearing. The right to a hearing does not include any right to challenge the appropriateness of a grade determined by an instructor. The Vice President for Student Affairs or the Dean of Student Life can apprise students of the appropriate process for challenging a grade.
6. The President shall appoint a hearing officer to conduct a hearing. The hearing officer shall be a disinterested party; however, the hearing officer may be an official of the University. The student will be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the student's education records. In accordance with university policy, attorneys will not be permitted to attend the hearing.
7. The hearing officer will submit a written decision to the Vice President for Student Affairs (VPSA) based on the evidence presented at the hearing. The VPSA will communicate the decision in writing to the student within a reasonable period of time after the hearing.

8. If the University's decision is that the challenged information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, the record will be amended accordingly and the student will be notified in writing by the Vice President for Student Affairs of the amendment.
9. If the University's decision is that the challenged information is not inaccurate, misleading, or in violation of the student's right of privacy, the Vice President for Student Affairs will inform the student of the right to place a statement in the record commenting on the challenged information and/or a statement setting forth reasons for disagreeing with the decision. This statement will be maintained as part of the education record as long as that record is maintained, and the statement will be disclosed whenever the University discloses the portion of the record to which the statement relates. The hearing officer's decision is final.

F. *Compliance with FERPA*
A student has the right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address for the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave. SW
Washington, DC 20202-4605

G. *Periodic Review of Campus Information Management Practices*
Per California State University Executive Order No. 796, a periodic review of campus information management practices concerning student records will be conducted at least every two years or more often as the need arises.

1. The campus Compliance Officer will have the responsibility for ensuring that the periodic review is conducted and that appropriate reports resulting from these reviews be submitted to the President to be forwarded to the Chancellor's Office.
2. Any recommended changes to the policy and/or its procedures will be the responsibility of the Compliance Officer to complete in consultation with designated records custodians.

(SA.16.001)

Federal Work Study

Accountability
Financial Aid office, Payroll and Human Resources.

Applicability
All students applying for and receiving assistance through this program.

Definition(s)
The Federal Work Study Program is a financial aid program funded by the Federal Government and is intended to provide part-time employment opportunities for eligible students who need additional financial resources to pursue a college education.

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

EFC – Expected Family Contribution. The eligibility value delivered on the ISIR.
Financial Need equals the cost of attendance minus the federal Expected Family Contribution.

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

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

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

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

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

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

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

The University will offer employment both on and off campus. In accordance with federal regulations, the University establishes contracts with non-profit agencies that serve a community need. A contract will be developed with each agency employing FWS students that outlines the responsibilities of the agency including any administrative fees that may be applicable as well as the employer's share of student payroll. (SA.10.005)

Financial Aid Packaging

Accountability
Financial Aid office

Applicability
All registered students at CSUCI

Definition(s)
Institutional Student Information Report (ISIR) – An electronic record received by CSUCI from the Federal Government when the student files a FAFSA form (Free Application for Federal Student Aid).

Text
Eligibility
Financial aid eligibility is measured using federal, state, CSU and institutional standards. All students must meet program eligibility criteria as established by the funding entity. All students are required to have a valid Institutional Student Information Report (ISIR) on file before aid is awarded. All students must be enrolled or accepted for enrollment in an eligible university program. The enrollment and program record must be recorded in the Student Administration System. These packaging standards given are for full time enrolled students. The Financial Aid Office is authorized to reduce funding for part time enrollment.

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

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

CSUCI policy on State University Grant eligibility can be found in the CSUCI policy manual.

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

A State University grant is awarded only to students accepted in degree or credential programs. Post baccalaureate unclassified students are not eligible for financial aid.

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

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

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

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

Stafford Loans – Subsidized Stafford loans are awarded to meet a remaining need. Federal rules regarding class level and cumulative maximum amounts are followed by the Financial Aid Office.

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

Work Study – State Work Study funds are awarded to undergraduates who prefer that their eligibility for Stafford Loans be reduced. This program has limited funding and is subject to the State budget process.

Coordination – As required by regulation, all aid components and other available resources are reviewed to insure that aid is awarded appropriately and that no duplication of aid resources occurs. Consultation with awarding authorities will take place to determine award priorities.
(SA.10.001)

Financial Aid Satisfactory Academic Progress

Accountability
Financial Aid Office

Applicability
All registered students at CSUCI receiving financial aid assistance.

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

Part One: Acceptable Passing Rate (Quantitative Standards)
Quantitative standards are assessed by dividing the overall ratio of a student's cumulative units (of classes passed) by the cumulative CSUCI units taken. As students progress in their academic career, the expected ratio or percentage increases. The required ratios are represented in the chart below.

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

Part Two: Acceptable Grade Point Average (Qualitative Standards)
Students disqualified by the University are ineligible for financial aid based on qualitative standards.

Part Three: Unit and Time Limits
Students working toward their first undergraduate degree are limited to 150 earned units (including accepted transfer units towards the degree program). Students who have earned their first undergraduate degree and are enrolled in a second baccalaureate program are limited to 48 earned units. Students in a credential program are limited to 48 earned units including prerequisite courses. Students in a master's program are limited to 48 earned units including prerequisite courses.

Part Four: Other Provisions
- Any student whose academic history shows a pattern of enrollment indicating an inability or unwillingness to progress, such as numerous withdrawals or enrollment inconsistent with the student's educational objective, may be regarded as ineligible for future financial aid.
- Students who exceed the university limit of credit/no credit units while receiving financial aid funds are subject to review of continued eligibility.
- Students who have completed all undergraduate degree course requirements but have not graduated for any reason are not eligible for funding.
- Any financial aid award is tentative until the academic record is reviewed. For entering transfer students, the review is based on the academic record on file at the time of first consideration (or when information becomes available).
- Failure to complete units in any term is evidence of failure to make reasonable academic progress. Students in this category will be disqualified from receiving aid the following term and may be subject to repayment of previous term aid received.
- Academic progress can be reevaluated at other times identified by the Financial Aid office.

(SA.10.006

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 Office of Human Resources in University Hall, or by telephone at (805) 437-8490.

Motor Vehicle Use

Accountability
Public Safety will be responsible for maintaining Department of Motor Vehicles "Driver Records Information," issuing University motor pool vehicles and maintaining vehicle usage logs. Environment, Safety and Risk Management will be responsible for administration of Defensive Driver training, reporting and record retention for vehicle accidents, and administration of claims in coordination with State Attorney General's Office. Operations Planning and Construction will be responsible for maintenance and repair, inspection and related records for University vehicles. Appropriate administrators will authorize the use of privately owned vehicles and shall ensure employees using vehicles on University business have read the Motor Vehicle Use Policy. Employees using vehicles on University business shall read the Motor Vehicle Use Policy. Administrators shall investigate and submit reports on any vehicle accident.

Applicability
This policy applies to all persons who use motor vehicles on University business, including University owned, rental and privately owned vehicles.

Definition(s)
University Business – University Business for the purpose of this policy is defined to mean "in the performance of, or necessary to, or in the course of the duties of university employment."

University Vehicle – University vehicle is defined as a self-propelled motorized device for land transportation that exceeds two (2) horsepower and is owned, leased, or rented by the University. Vehicles owned, leased, or rented by auxiliary organizations are not covered by this policy.

University Employee – Those persons who have completed all prerequisites to CSU employment; this includes all CSU faculty, staff, and student assistants, and persons on volunteer status.

Volunteer – An individual who volunteers services to the CSU, has completed all prerequisites to CSU Memoranda, HR 2005-26, and/or has active volunteer status (Job class code 0050).

State Insurance – Refers to vehicle liability insurance administered by the State of California for all State vehicles, including University vehicles.

Text
The University will issue vehicles and allow use of rental and personal vehicles to provide transportation for University employees on University business. The University intends to support the vehicular needs of campus programs in the most effective, efficient and safest way possible within the context of State regulatory and liability structure.

General Requirements/Limitations
Damage to University vehicles is the responsibility of the University if it is determined that the State driver is "at fault." State insurance is designed to provide reimbursement to third parties only and does not cover University employees, their vehicles or University vehicles.

Non-State vehicles (rental or personal vehicles) must be insured by the rental company or an individual's personal insurance.

Motorcycles may not be used for the conduct of University business except for police motorcycles as approved by the campus president.

Administrators shall ensure their employees are properly authorized for vehicle use prior to approving travel requests/expense claims involving use of vehicles on University business.

Eligibility to Drive Vehicles on University Business
A driver must meet several criteria in order to drive a vehicle on University business:
- The driver must have a valid driver's license.
- The driver must be a University employee.
- The driver must complete Defensive Driver training every four years.
- If driving a vehicle is a requirement of an employee's job then the employee's license and driving record will be checked – vehicle use will be contingent upon a safe driving record.
- No one under 18 years of age may drive on University business.
- Appropriate administrators will minimize driving by non-salaried (volunteer) drivers.

University Owned Vehicles
University vehicles shall only be used in the conduct of University business. Transporting any persons other than those directly involved in University business is prohibited unless permission has been obtained in advance for each trip by the employee's supervisor. The University may not loan a University vehicle to an auxiliary organization.

Rental Vehicles
State insurance does not cover rental vehicles. The State has contracts in place with rental car companies that provide liability and repair coverage through the rental car company. Employees renting a vehicle for University business should use only rental companies currently under State contract.

If an employee rents a vehicle from a rental agency which is not on the state car rental contract, the employee's personal automobile insurance policy will be the primary coverage for liability and damages in the event of an accident. Claims paid by private insurance for accidents to non-contracted rental vehicles while operated on university or state business are not reimbursable from CSU or state funds. Liability insurance purchased from non-contract rental agencies is not reimbursable from the university.

Privately Owned Vehicles
University employees may use privately owned vehicles on University business but must comply with the following rules:
The use must be within the employees' scope of employment (University business only).
Authorization to use a privately owned vehicle is required. Authorization requires that the employee certify that private automobile liability insurance is in place, that the vehicle is adequate for the work to be performed, is equipped with safety belts and is in safe mechanical condition. The Authorization will be documented using the form STD 261, "Authorization to Use Privately Owned Vehicle."

The owner's private automobile insurance will be primary; State insurance provides liability coverage only after the owner's liability coverage is exhausted, and provides no collision or comprehensive coverage. Claims paid by private insurance for accidents in privately owned vehicles while being operated on University business are not reimbursable from CSU or State funds.

Vehicle Accidents
Vehicle accidents must be reported immediately. Additional specific procedures must be followed immediately following an accident. Drivers involved in a vehicle accident must also complete a written report (STD Form 270) within 24 hours. The appropriate administrator must investigate the accident promptly and submit a written report (STD Form 274) to Risk Management within 48 hours.
(FA.43.001)

Nondiscrimination for Students

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

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

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

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

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

Nondiscrimination Policy

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

Disability
The California State University does not discriminate on the basis of disability in admission or access to, or treatment or employment in, its programs and activities. Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and various state laws prohibit such discrimination. Eddie L. Washington, Associate Vice President, Human Resources, has been designated to coordinate the efforts of CSU Channel Islands to comply with all relevant disability laws. Inquiries concerning compliance may be addressed to this person at (805) 437-8490.

Sex/Gender
The California State University does not discriminate on the basis of sex, gender or sexual orientation in the educational programs or activities it conducts. Title IX of the Education Amendments of 1972 and certain other federal and state laws prohibit discrimination on these bases in education programs and activities operated by CSU Channel Islands. Such programs and activities include admission of students and employment. Inquiries concerning the application of these laws to programs and activities of CSU Channel Islands may be referred to the Office of Human Resources who are assigned the administrative responsibility of reviewing such matters or to the Regional Director of the Office of Civil Rights, Region IX, 50 United Nations Plaza, Room 239, San Francisco, California 94102.

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

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

Parking and Traffic

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

Applicability
This policy applies to all California State University Channel Islands (CSUCI) employees, students, tenants, volunteers and visitors.

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

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

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

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

Text

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

The following policy and regulations apply on campus.

Parking

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

- Employees: All employees utilizing the parking facilities at CSUCI for their privately owned vehicles will be required to pay a parking fee.
- Students and Tenants: Students and Tenants are required to purchase parking and may utilize metered parking or parking lots appropriate to the permit purchased.
- Disabled Students Parking Fee Waiver: To facilitate the parking needs of students with disabilities, the California State University Channel Islands Parking Services may issue a parking permit on a semester basis to students with disabilities if they meet the following criteria:
  - Proof of registration at California State University Channel Islands for the period specified in the waiver;
  - A disability placard or license plate issued in their name from the California Department of Motor Vehicles or appropriate authorization from another state;
  - Proof of eligibility for Federal Financial Aid from the campus Financial Aid Office for the period specified in the waiver.
- Visitors: Persons not employed by the campus, who are visiting the campus for the purpose of transacting State business with the campus or visitors that are designated by authorized administrators to assist with the planning and development of the campus may have their parking fees waived. All other visitors must either utilize metered zones or designated visitor spaces, purchase a daily parking permit, or be sponsored by a campus department or tenant and utilize a guest parking permit.

Speed Limits

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

Bicycles and Skateboard

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

Vehicle Storage

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

Vehicle Repairs

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

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

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

Accountability

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

Applicability

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

Definitions

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

Text

It is the policy of California State University Channel Islands to preserve and maintain the beauty of the campus. To ensure materials posted are appropriate in content and not geographically offensive or destructive in nature, all materials to be posted in external locations throughout the campus, as well as the dates and times the materials are authorized for display, will be approved in advance by the Director of Communications and Marketing or a designee. Publicity to be posted in a language other than English must also contain an English translation.

External locations include any location along the entry roads and all entrances to the University, including the large vertical monument signs at the entryway along University Drive and the kiosk displays. This policy also applies to the posting of posters, banners or signage throughout exterior spaces of University buildings and the campus community. Exceptions to the policy include student housing facilities and the exterior of campus recreational facilities, both of which will be governed

by the Vice President for Student Affairs or his/her designee. Appearance and construction of any external University signage must appear professional and adhere to the University's graphic standards.

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

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

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

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

Posting Restricted Areas – There will be no approved postings in the following campus locations:

Doors
Benches
Building or Hall Lobbies
Windows
Mirrors
Trash or recycling receptacles
Trees
Vehicles (other than authorized leaflets-see handbills and circulars)
Fountains/sculptures
Exterior of entrance signage or kiosks
Railings
Traffic Control Signs
Planted garden areas
Newspaper/magazine racks

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

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

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

Kiosk – The kiosk located along University Drive near the campus entrance is designated to publicize official campus events and activities targeted to a large external or campus audience.
Further details on posting may be found in Posting Guidelines on the University Website www.csuci.edu.
(CM.02.002)

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 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 from Enrollment Services. Among the types of information included in the campus statement of policies and procedures are: (1) the types of student records maintained and the information they contain; (2) the official responsible for maintaining each type of record; (3) the location of access lists indicating persons requesting or receiving information from the record; (4) policies for reviewing and expunging records; (5) student access rights to their records; (6) the procedures for challenging the content of student records; (7) the cost to be charged for reproducing copies of records; and (8) the right of the student to file a complaint with the Department of Education. The Department of Education has established an office and review board to investigate complaints and adjudicate violations. The designated office is: Family Policy Compliance Office, U.S. Department of Education, Washington, D.C. 20202-4605.

The campus is authorized under the Act to release "directory information" concerning students. "Directory information" may include the student's name, address, telephone listing, electronic mail address, photograph, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, grade level, enrollment status, degrees, honors, and awards received, and the most recent previous educational agency or institution attended by the student. The above-

designated information is subject to release by the campus at any time unless the campus has received prior written objection from the student specifying what information the student requests not be released. Written objections should be sent to the University Registrar.

The campus is authorized to provide access to student records to campus officials and employees who have legitimate educational interests in such access. These persons have responsibilities in the campus's academic, administrative or service functions and have reason for accessing student records associated with their campus or other related academic responsibilities. Student records may also be disclosed to other persons or organizations under certain conditions (e.g., as part of the accreditation or program evaluation; in response to a court order or subpoena; in connection with financial aid; or to other institutions to which the student is transferring).

Service-Learning Policy

The following policies will be adhered to at California State University Channel Islands for all courses designated as Service Learning-Courses, Service-Learning Internships or courses with Service Learning components (hereafter collectively referred to as "Service- Learning Courses").

1. Definition: *Service learning is a teaching and learning approach that integrates community service with academic study to enrich learning, teach civic responsibility, and strengthen communities, while engaging students in reflection upon what was experienced, how the community was benefited, and what was learned.
   **Adapted from the National Commission on Service Learning Definition.*
2. All Service Learning Courses must:
   a. Serve a genuine community need.
   b. Integrate course learning and teaching objectives with the service-learning activities.
   c. Provide activities to engage students in reflection about the service experience and the achievement of learning outcomes.
   d. Generate for each student, before placement, a Student Learning Plan, signed by the student, faculty instructor and authorized Community Organization ("CO") representative, that identifies course goals and risks.
   e. Complete feedback forms on the value and effectiveness of the service-learning experience from the perspective of the student, faculty instructor and CO.
   f. Provide a description of the service-learning component of the class in the syllabus, stating whether service learning is a required component or not and what percentage of the course grade the service learning component comprises.
3. Service-Learning Agreement: A signed Service-Learning Agreement between California State University Channel Islands and the CO must be on file before any students are placed at the CO.

(SP03-16)

[1]**Note** *that feedback forms related to the service learning experience are explicitly distinct from and not related to the Student Evaluations of Teaching Effectiveness.*

Sexual Harassment for Students, Prohibition of

Accountability

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

Applicability

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

Text

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

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

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

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

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

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

within our community and avoids harassment as defined by State and Federal law.
(FA.31.008)

Smoking on Campus

To enable California State University Channel Islands to fulfill its role and responsibility to provide a safe and healthy environment for faculty, staff, and students, it is essential to eliminate exposure to the toxic substances produced by tobacco smoke. Pursuant to the CSU Systemwide Policy Statement Regarding Smoking on University Premises (Executive Order 599) smoking is prohibited in all California State University Channel Islands work locations and buildings, including but not limited to meeting rooms, conference facilities, classrooms and student designated buildings such as housing. Designated smoking areas are those areas that exceed 50 feet beyond any inhabited structure on the campus.

For a full description, view Executive Order 599.

Social Security Number, Uses of

Applicants are required to include their correct social security numbers in designated places on applications for admission pursuant to the authority contained in Section 41201, Title 5, California Code of Regulations, and Section 6109 of the Internal Revenue Code (26 U.S.C. 6109). The University uses the social security number to identify students and their records including identification for purposes of financial aid eligibility and disbursement and the repayment of financial aid and other debts payable to the institution. Also, the Internal Revenue Service requires the University to file information returns that include the student's social security number and other information such as the amount paid for qualified tuition, related expenses, and interest on educational loans. This information is used by the IRS to help determine whether a student, or a person claiming a student as a dependent, may take a credit or deduction to reduce federal income taxes.

Solicitation, Public Meetings, Performances, Rallies and Similar Events

Accountability

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

Applicability

This policy applies to all California State University Channel Islands (CSUCI) faculty, staff, students, tenants, contractors, volunteers, and visitors on university property.

Definition(s)

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

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

University Property – University property is defined as all property owned leased and/or controlled by CSUCI.

Text

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

Solicitation

External Individuals or Organizations

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

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

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

Manner:
Soliciting must be conducted in a manner that does not:

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

CSUCI Students

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

Time:
As determined and approved by the Events and Facilities Committee.

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

Manner:
Soliciting must be conducted in a manner that does not:
- Interfere with classes in session, or other normal university business or functions.
- Obstruct the free flow of pedestrian and vehicular traffic.
- Utilize voice amplification or other unduly loud noise.
- Intimidate, harass or provoke any individual in the vicinity.

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

Time:
As determined and approved by the Events and Facilities Committee.

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

Manner:
Soliciting must be conducted in a manner that does not:
- Interfere with classes in session, or other normal university business or functions.
- Obstruct the free flow of pedestrian and vehicular traffic.
- Utilize voice amplification or other unduly loud noise.
- Intimidate, harass or provoke any individual in the vicinity.

Public Meetings, Performances, Rallies, and Similar Events

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

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

Manner:
Soliciting must be conducted in a manner that does not:
- Interfere with classes in session, or other normal university business or functions.
- Obstruct the free flow of pedestrian and vehicular traffic.
- Utilize voice amplification or other unduly loud noise.
- Intimidate, harass or provoke any individual in the vicinity.

External Individuals and Organizations

Time:
As determined and approved by the Events and Facilities Committee.

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

Manner:
These meetings or events must be conducted in a manner that does not:
- Interfere with classes in session, or other normal university business or functions.
- Obstruct the free flow of pedestrian and vehicular traffic.
- Utilize any unauthorized amplification or other unduly loud noise.
- Intimidate, harass, provoke or threaten the health and safety of any individual in the vicinity.
- Fail to comply with a lawful order of a public safety officer or university official in the performance of their duties.

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

Time:
As determined and approved by the Events and Facilities Committee.

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

Manner:
These meetings or events must be conducted in a manner that does not:
- Interfere with classes in session, or other normal university business or functions.
- Obstruct the free flow of pedestrian and vehicular traffic.
- Utilize any unauthorized amplification or other unduly loud noise.
- Intimidate, harass, provoke or threaten the health and safety of any individual in the vicinity.
- Fail to comply with a lawful order of a public safety officer or university official in the performance of their duties.

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

Time:
As determined and approved by the Events and Facilities Committee.

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

Manner:
These meetings or events must be conducted in a manner that does not:
- Interfere with classes in session, or other normal university business or functions.
- Obstruct the free flow of pedestrian and vehicular traffic.

- Utilize any unauthorized amplification or other unduly loud noise.
- Intimidate, harass, provoke or threaten the health and safety of any individual in the vicinity.
- Fail to comply with a lawful order of a public safety officer or university official in the performance of their duties.

(FA.83.002)

State University Grant Awarding

Accountability
Financial Aid office

Applicability
All registered students at CSUCI

Text
State University Grant funds are awarded in accordance with the system- wide policy statement issued on March 8, 2001, to CSU Presidents from Executive Vice Chancellor, David Spence.

The March 8, 2001 document set system-wide eligibility requirements, annual limits and award priority groups. The following summary is a summary of that policy statement.

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

Annual limits
- Academic year award limits are $3600 for full time students and $2400 for less than full time enrollment.
- Summer award limits are $1800 for students enrolled in 12 units and $1200 for student enrolled in less than 12 units.
- Twelve month limits for students enrolled in both academic year and summer are $4800 for full time enrollment and $3200 for less than full time enrollment.

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

California State University Channel Islands is in compliance with this policy. The Financial Aid office awards the State University grant according to the following guidelines:
- A State University Grant is awarded up to the full amount of fees minus any fee based Cal Grant awards or waivers. Additional amounts may be awarded up to the maximums established by the Chancellor on a case-by-case basis;
- A State University grant is awarded only to students accepted in degree or credential programs. Post baccalaureate unclassified students are not eligible for financial aid;
- Priority is given to on-time applicants with an expected family contribution of $800 or less and no award is made to students whose expected family contribution exceeds $4000; and
- This procedure is subject to change as the system-wide policy is amended or as allocations limit the ability of the Financial Aid Office to completely fund eligible students.

(SA.10.002)

Student Clubs and Organizations, Eligibility

Accountability
Dean of Student Life

Applicability
All enrolled students at California State University Channel Islands

Definition(s)
Club/Organization – is defined as a group of students that share a common interest or characteristic and meet regularly for the purposes of exchanging information or planning activities.

GPA – is defined as grade point average.
Club/Organization officer is defined as an elected position, generally a president, vice president, secretary treasurer and/or parliamentarian.

Club/Organization member – is defined as a student in a general membership role without a specific title or job function.

Text
Eligibility Requirements will be reviewed each semester
Minimum eligibility requirements to be a member of a club or organization at CSUCI:
- Be in good academic and disciplinary standing (not on academic or disciplinary probation)
- Be free of any holds on University records

Eligibility Requirements will be reviewed each semester.
Minimum eligibility requirements to be an officer of a club or organization at CSUCI:
- Have an overall CSUCI GPA of at least 2.5 (Undergraduates)
- Have an overall CSUCI GPA of at least 3.0 (Post Baccalaureate)
- Have an overall Transfer GPA of at least 2.5 (Transfers)
- Be in good academic and disciplinary standing (not on academic or disciplinary probation)
- Be free of any holds on University records

Failure to meet the above requirements will result in the student member's removal from the Club/Organization's roster prior to the start of the next semester.

First time freshmen students without a CSUCI GPA can not serve as officers, but may participate as general members their first semester. However, upon completion of their first semester they must follow the eligibility requirements outlined for general membership. Clubs/Organizations may impose more restrictive requirements in their constitution(s) or bylaws.
(SA.21.001)

Student Conduct

Standards for Student Conduct

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 must choose behaviors that contribute toward this end. 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.

1 **Student Responsibilities**
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.

2. **Unacceptable Student Behaviors**
The following behavior is subject to disciplinary sanctions:

a. Dishonesty, including:
   (1) Cheating, plagiarism, or other forms of academic dishonesty that are intended to gain unfair academic advantage.
   (2) Furnishing false information to a University official, faculty member, or campus office.
   (3) Forgery, alteration, or misuse of a University document, key, or identification instrument.
   (4) Misrepresenting oneself to be an authorized agent of the University or one of its auxiliaries.

b. Unauthorized entry into, presence in, use of, or misuse of University property.

c. Willful, material and substantial disruption or obstruction of a University-related activity, or any on-campus activity.

d. 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.

e. 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.

f. Disorderly, lewd, indecent, or obscene behavior at a University related activity, or directed toward a member of the University community.

g. 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.

h. Hazing, or conspiracy to haze, as defined in Education Code Sections 32050 and 32051:
"Hazing" includes any method of initiation or pre-initiation into a student organization, or any pastime or amusement engaged in with respect to such an organization which causes, or is likely to cause, bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm, to any student or other person attending any school, community college, college, university or other educational institution in this state; but the term "hazing" does not include customary athletic events or other similar contests or competitions.
A group of students acting together may be considered a 'student organization' for purposes of this section whether or not they are officially recognized. Neither the express or implied consent of a victim of hazing, nor the lack of active participation while hazing is going on is a defense. Apathy or acquiescence in the presence of hazing is not a neutral act, and is also a violation of this section.

i. 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.

j. 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.

k. Theft of property or services from the University community, or misappropriation of University resources.

l. Unauthorized destruction, or damage to University property or other property in the University community.

m. 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.

n. Unauthorized recording, dissemination, or publication of academic presentations (including handwritten notes) for a commercial purpose.

o. Misuse of computer facilities or resources, including:
   (1) Unauthorized entry into a file, for any purpose.
   (2) Unauthorized transfer of a file.
   (3) Use of another's identification or password.
   (4) Use of computing facilities, campus network, or other resources to interfere with the work of another member of the University Community.
   (5) Use of computing facilities and resources to send obscene or intimidating and abusive messages.
   (6) Use of computing facilities and resources to interfere with normal University operations.
   (7) Use of computing facilities and resources in violation of copyright laws.
   (8) Violation of a campus computer use policy.

p. Violation of any published University policy, rule, regulation or presidential order.

q. Failure to comply with directions of, or interference with, any University official or any public safety officer while acting in the performance of his/her duties.

r. 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.

s. Violation of the Student Conduct Procedures, including:
   (1) Falsification, distortion, or misrepresentation of information related to a student discipline matter.
   (2) Disruption or interference with the orderly progress of a student discipline proceeding.
   (3) Initiation of a student discipline proceeding in bad faith.
   (4) Attempting to discourage another from participating in

the student discipline matter.

(5) Attempting to influence the impartiality of any participant in a student discipline matter.

(6) Verbal or physical harassment or intimidation of any participant in a student discipline matter.

(7) Failure to comply with the sanction(s) imposed under a student discipline proceeding.

t. Encouraging, permitting, or assisting another to do any act that could subject him or her to discipline.

3. **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.

4. **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.

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.

Tobacco Sales and Sponsorships on Campus

Accountability

Vice President of Finance and Administration, Vice President of Advancement, Director of Communications and Marketing.

Applicability

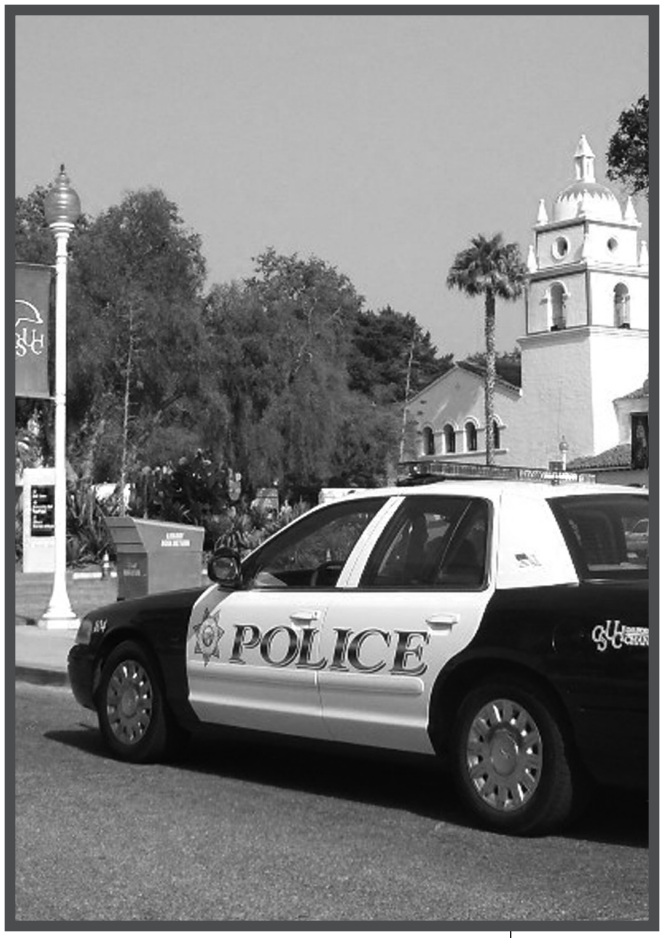
Applies to all University events held on campus and all advertising and sales in the campus bookstore and campus food services. Independent vendors, other than the campus bookstore, who lease space in the Town Center complex are excluded from this policy.

Text

It is the policy of California State University Channel Islands to provide a healthful environment for all who visit, work and live on the campus and, further, to encourage a healthy lifestyle for the visitors and residents of the University and University Glen.

The University prohibits the sale of all tobacco products on campus. This prohibition includes the areas of The Cove campus bookstore and the Island's Café. The University encourages all other lessees and auxiliary groups to abstain from tobacco sales.

Further, the campus will not advertise tobacco or accept sponsorship for campus events or activities from tobacco companies.
(CM.02.001)

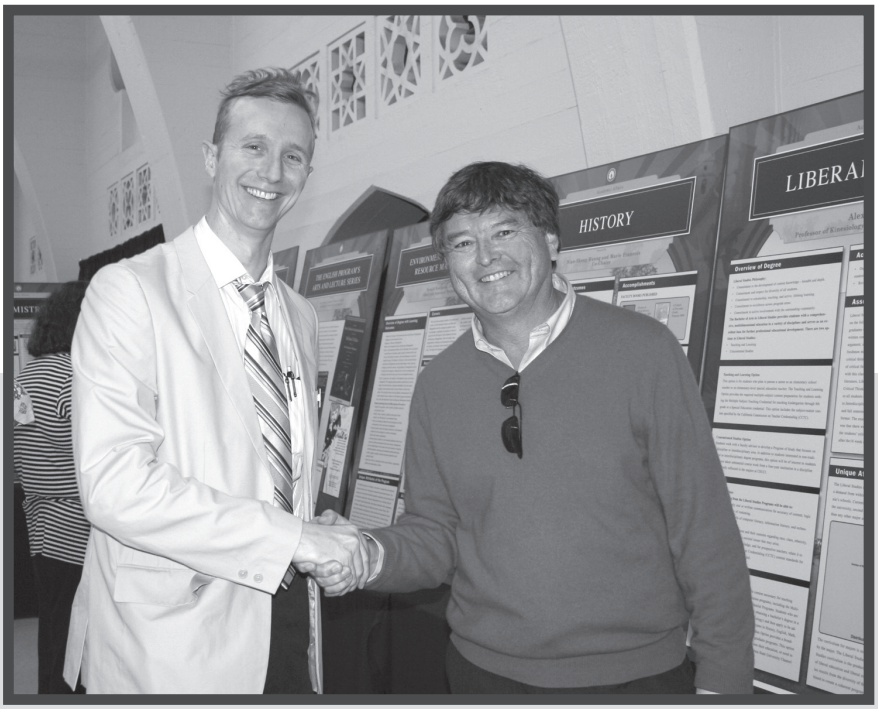


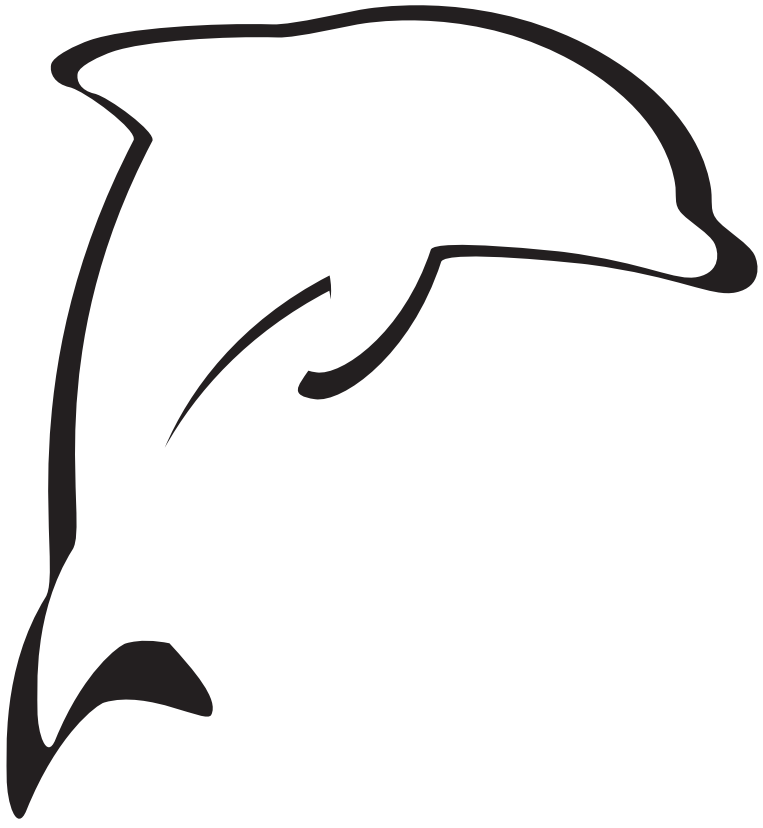


Catalog 2008-2009
California State University Channel Islands

SECTION 8
Academic Affairs

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DIVISION OF ACADEMIC AFFAIRS

Provost and Vice President for Academic Affairs

Location

Bell Tower Building
West Wing, 2nd floor, Room 2188
(805) 437-8441

The Provost and Vice President for Academic Affairs is charged with the overall administration of all academic units in the context of the University as a whole. The Provost provides direction regarding accreditation, faculty selection, evaluation, and performance; is responsible for analysis of the division's academic programs, policies, and procedures; and directs studies on major operational concerns. The Provost consults with the Academic Senate and University committees in order to maintain institutional focus on the campus mission and to enhance student learning. Among the academic offices reporting to the Provost are the Dean of the Faculty, the Dean of the University Library, the Dean of Extended Education, Faculty Affairs, Research and Sponsored Programs, Institutional Assessment, Academic Resources, Academic Programs and Planning, and Institutional Research.

Dean of the Faculty

Location

Bell Tower Building
West Wing, 1st floor, Room 1164
(805) 437-8967

The Office of the Dean of the Faculty provides academic direction and support for the University faculty and all academic programs, meeting regularly with the program chairs and faculty to discuss program implementation and planning, student enrollment, and academic support.

Working within Academic Affairs, the office helps identify priorities in instruction and planning for undergraduate and graduate programs. The Dean of the Faculty is responsible for implementing student academic policies, including academic eligibility, appeals, matriculation and graduation, and provides direction in developing the fall and spring schedules of classes.

The Dean of the Faculty provides overall management of the instructional budget, including purchases, acquisitions, and travel, and is responsible for classroom and lab scheduling and utilization. The Dean also administers Instructionally Related Activities (IRA) funding, and cocurricular support for programs. Along with the Associate Dean, the Dean of the Faculty directs the operations of the Advising Center, the University Writing and Math Centers, and oversees Academic Affairs events and student recognition.

Program Areas

Art
Location: Bell Tower Building, Room 1521
(805) 437-8570

Biology
Location: Aliso Hall, Room 104
(805) 437-2779

Martin V. Smith School of Business and Economics
Location: Sage Hall, Room 2029
(805) 437-8545

Chemistry
Location: Sage Hall, Room 104
(805) 437-2779

Chicana/o Studies
Location: Sage Hall, Room 2047
(805) 437-3139

Communication
Location: Bell Tower Building, West Wing, Room 1199
(805) 437-3272

Computer Science
Location: Bell Tower Building, West Wing, Room 2199
(805) 437-8815

Early Childhood Studies
Location: Bell Tower Building, East Wing, Room 2804
(805) 437-8594

Education
Location: Bell Tower Building, East Wing, Room 2804
(805) 437-8594

English: Literature and Writing
Location: Bell Tower Building, West Wing, Room 1199
(805) 437-3272

Environmental Science and Resource Management
Location: Bell Tower Building, West Wing, Room 1133
(805)437-3253

History
Location: Sage Hall, Room 2047
(805) 437-3139

Liberal Studies
Location: Bell Tower Building, East Wing, Room 2804
(805) 437-8594

Mathematics and Physics
Location: Bell Tower Building, West Wing, Room 2199
(805) 437-8815

Nursing
Location: Bell Tower Building, East Wing Room 2758
(805) 437-3307

Performing Arts
Location: Bell Tower Building, West Wing, Room 1199
(805)437-3272

Physics
Location: Bell Tower Building, West Wing, Room 2199
(805) 437-8815

Political Science
Location: Sage Hall, Room 2047
(805) 437-3139

Psychology
Location: Sage Hall, Room 2139
(805) 437-8835

Sociology
Location: Sage Hall, Room 2047
(805) 437-3139

Spanish
Location: Bell Tower Building, West Wing, Room 1133
(805) 437-3253

Academic Programs and Planning

Location

Sage Hall, Room 2053
805 437-8540

Academic Programs and Planning has responsibility for developing and updating the campus academic master plan and facilitating proposals for new degrees and programs. The office coordinates academic planning with enrollment management, assessment, and physical space planning, and coordinates relations with the Chancellor's Office on academic plans and program reviews.

With respect to academic programs, the office assists Academic Senate committees in their work on course and program development and modification. It oversees catalog production for the University and assists program chairs in their relations with community colleges and schools. It oversees the lower division transfer project (LDTP) and CSU efforts to facilitate student degree completion. It directs the CSU Pre-doctoral Program and the Chancellor's Doctoral Incentive program on campus.

Advising Center

Location

Bell Tower Building, Room 1595
(805) 437-8571
www.csuci.edu/academics/advising

At CSU Channel Islands, the role of advising is shared with faculty advisors and professional advisors. Academic advising is a continuous process that supports students throughout their academic journey at the University. Students are ultimately responsible for their education planning and meeting all graduation requirements. Students need to be familiar with the University catalog policies and major and degree policies. To ensure academic success and to remain on course, students are encouraged to maintain regular contact with academic advisors.

Academic advisors in the Advising Center provide guidance with general education and graduation requirements, monitoring of the student's degree progress, undeclared major advising, clarification of academic probation policies, and other institutional policies and procedures. In addition to taking advantage of the center's professional academic advisors, students can develop a mentoring relationship with a faculty advisor upon declaration of a major. Faculty advisors assist students with clarification of major requirements and assist students with internship and career opportunities.

Students may call or stop by the Advising Center check-in counter to schedule an appointment with one of our professional academic advisors. Major faculty advisors are available on a walk-in basis or by appointment. For faculty advisor availability and office locations, please check the Advising Center lobby display case. Advisors are busiest during registration periods and the first few weeks of the semester. Students are encouraged to schedule advising sessions during non-peak times. The Advising Center hours are: Monday – Thursday, 8:30 a.m. – 6 p.m.; Friday, 8 a.m. – 5 p.m.

Centers and Institutes

Center For Community Engagement

Location

Lindero Hall, Room 3218
(805) 437-8851
http://www.csuci.edu/servicelearning/

The Center for Community Engagement is charged with fostering a learning community that facilitates civic engagement in our local and global communities, and that addresses societal challenges through long-term sustainable partnerships.

Our office serves as a resource and support for faculty, community partners and students engaged in service learning. The office supports the University[1]s mission by promoting civic engagement and service-learning initiatives in the local and global communities for mutual, positive benefit.

Our four strategic directions include:
- Institutionalizing the Center mission throughout the educational experience
- Facilitating University/Community dialogue about societal challenges
- Creating an optimal Center organizational structure for all stakeholders
- Designing and implementing Center communication campaigns

Center for Integrative Studies

The mission of the Center for Integrative Studies is to serve as an organized source of information and support for integrative and interdisciplinary approaches to the creation, discovery, transmission and application of knowledge.

The goals of the Center for Integrative Studies are to:
- Create the infrastructure for integrative and interdisciplinary teaching and learning;
- Design and implement programs and curricula that promote integrative and interdisciplinary understanding for students in all fields of study;

- Assist faculty in developing the integrative and interdisciplinary dimensions of their teaching, scholarship, and service activities;
- Facilitate and develop academic and scholarly exchanges and partnerships for students and faculty; and
- Coordinate activities that enhance campus awareness of interdisciplinary and integrative studies and their importance to the life of the campus and local community.

Center for International Affairs

Location

Sage Hall, Room 2119
(805) 437-3107
www.csuci.edu/cia

The mission of the Center for International Affairs is to internationalize the CSUCI educational experience.

The Center for International Affairs supports efforts to internationalize the curriculum, affords students the opportunity to study abroad, supports international faculty collaboration, and fosters links with higher education institutions around the world.

The objectives of the Center are to:

- Design and implement policies and programs that promote cross-cultural and global understanding in all fields of study;
- Assist faculty in developing the international dimension of their teaching, scholarship, and service activities;
- Facilitate and develop academic and scholarly international exchanges and partnerships for students and faculty;
- Diversify the student body to include outstanding students who represent a broad range of geographic, linguistic, and cultural backgrounds; and
- Coordinate all activities that enhance campus global awareness and augment the international life of the campus and local community.

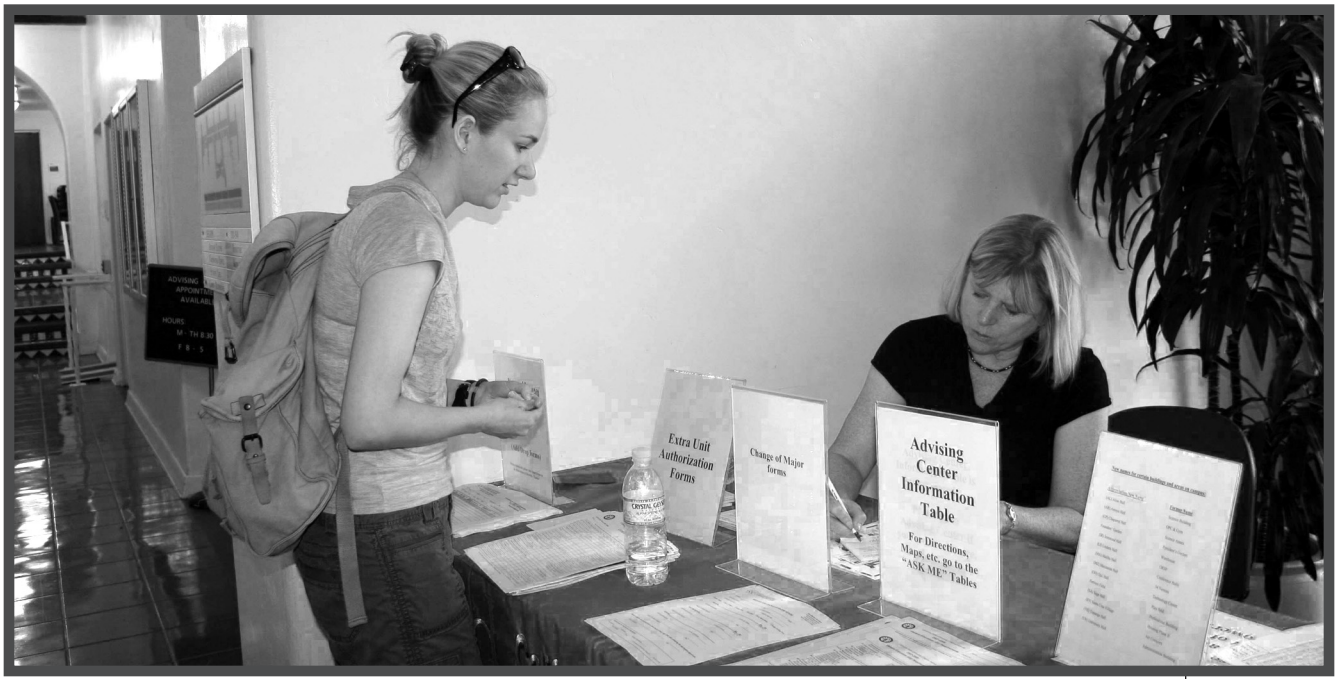
Center for Multicultural Engagement

The mission of the Center for Multicultural Engagement (CME) is to create and sustain a campus climate in and out of the classroom that values and promotes all forms of diversity. It challenges students, staff, and faculty to commit to diversity as a source of renewal and vitality that empowers them to change the culture and the world through civic action.

The Center for Multicultural Engagement promotes working to end all forms of oppression and toward a just society so that all people can exist with equality and respect.

The objectives of the Center for Multicultural Engagement are to:

- Promote and support efforts to incorporate multicultural perspectives across the curriculum;
- Act as a resource for multicultural scholarship and pedagogy for faculty, students and staff/administrators;
- Articulate the nature of multiculturalism;
- Document its importance for CSUCI;
- Maintain a communication network for the exchange of scholarly and pedagogical information on multicultural study among faculty and administrators in undergraduate and graduate education;
- Enhance research and teaching in multicultural studies by promoting the development of multicultural theory, methodology, and curricular design;
- Provide facilities and support for multicultural courses;
- Encourage students and faculty to engage in multicultural study including those that focus on how diverse communities build sustaining cultures that model alternatives to prejudice and how individuals create and maintain authority and integrity in atmospheres of discrimination;
- Become a broad-based professional home for reflective multiculturalists; and
- Support, promote, and maintain the Multicultural, Women's and Gender Student Center (MWGSC) and thereby support students' efforts to promote justice on our campus, in society at large, and in their personal lives.



The Henry L. "Hank" Lacayo Institute For Workforce and Community Studies

The Community and Workforce Studies Institute serves as a resource to students and campus community and those interested in the study of community and workforce issues. Through interdisciplinary learning and research, the institute seeks solutions to community and workforce problems, emphasizing the Central Coast region and its relationship with the global economy. By affording students service learning opportunities, the institute serves as a resource to government and public agencies, community-based organizations and in the region along with a wide spectrum of stakeholders including business and non-profit organizations as well as, the faculty and staff of California State University Channel Islands

The Institute integrates student interdisciplinary skills and service learning with applied studies and research and with the community, and non-profit sector. The Institute:

- Serves as clearinghouse for information
- Offers consultation and training
- Conducts public policy, collaborative and applied research studies
- Convenes the public on issues of interest to communities

Credential Office

Location

Bell Tower East, Room 2805
(805) 437-8953
http://education.csuci.edu

The Credential office is responsible for facilitating admission to all credential programs. Our staff serves as a campus resource to provide advice, assistance, and current information to students, members of the faculty, and other interested parties on matters regarding the State and the campus credential requirements. Credential staff members serve as a liaison between the campus and the California Commission on Teacher Credentialing, by recommending the issuance of teaching credentials. Advising services are available with the goal of supporting individuals interested or engaged in the teaching profession. Information meetings are conducted to provide admissions assistance and an overview of the teaching field. Resource materials, including admissions and credential materials, test bulletins, and test preparation referrals are provided.

Extended Education

Location

Sage Hall, Room 2109
(805) 437-2748
www.csuci.edu/exed

Extended Education responds to important needs in the community for continuing access to higher education, and provides overall support of the University's commitment to lifelong learning. It offers special session degree programs, credit and non-credit courses, and certificate programs. Extended Education serves professionals throughout their career life cycles with job skills training, career upgrades, professional certifications, and accelerated courses of study. Additionally, the office custom designs courses for various groups and businesses in Ventura County and utilizes a mix of evening and weekend schedules, distance-learning technologies, and classroom locations throughout Ventura County. Finally, it assists individuals of all ages seeking to enhance their lives through personal and cultural enrichment. For those who have not been admitted to the University, students can enroll in regularly scheduled degree-credit courses through Open University.

OSHER (Osher Lifelong Learning Institute)

The Osher Lifelong Learning Institute (OLLI) was created in 2004 to offer University-quality courses to mature adults over 50 years of age seeking intellectual stimulation and enhancement. Courses do not carry college credit, and thus do not entail tests or grading. Twelve to fourteen courses are offered during each of the six-week fall, winter, and spring semesters. Courses meet on weekday mornings and afternoons on the CSUCI campus, and on occasion in Ventura, Simi Valley, Ojai, Thousand Oaks, and Oxnard on weekdays, evenings, and Saturdays. For a nominal fee, seniors may join the Institute for a single semester, or for the entire year. Membership entitles seniors to unlimited course enrollment, attendance at the speaker series, participation in travel programs, and on campus library privileges. Members participate in suggesting courses.

Courses are taught by CSUCI faculty, retired college and university faculty, and persons with special expertise. Each semester a balanced and varied program of courses is offered in the arts, music, social and natural sciences, English and literature, and history.

The fall session begins the third week of August. The winter session begins in early January, and the spring session begins in late February. Registration opens in June, October and December for the fall, winter and spring sessions, respectively. To enroll, call (805) 437-2748, email osher.institute@csuci.edu, or see the current course descriptions at www.csuci.edu/exed/osher.htm..

Open University

Open University provides an opportunity for those people who are not currently admitted to CSU Channel Islands to enroll in courses offered by the regular University.

- Begin Working Towards a Degree: Have you missed the deadline for admission? Do you want to improve your grade point average to better qualify for admittance?
- Sample a Field or Possible Career: Are you thinking of a career change? Do you want to examine a new field before enrolling in a degree program?
- Professional and Personal Enrichment: Do you want to update your professional training in specific fields? Interested in learning more about a particular subject for your own personal growth? CSU Channel Islands' Open University program allows enrollment in regular University credit classes on a "space available" basis, subject to the approval of the instructor and Academic Affairs. Check the CSU Channel Islands Schedule of Classes for class meeting times and location. The registration process is easy. Admission to the University is not required, and the same fees apply to everyone.

Students may apply up to 24 units taken through Open University toward a baccalaureate degree. Grades received through this program will be factored into your grade point average at CSU Channel Islands. Units earned through Open University may not be applied toward the 30 unit residency requirement.

Limitations

We cannot guarantee a space nor assure that you will be permitted to enroll in any class. Instructors are not required to accept Open University students even if space is available.

Open University is NOT Available to:

- Matriculated students (those admitted for the current semester)
- Non-matriculated international students with a score of less than 450 on the TOEFL examination or its equivalent
- International students on F-1 or J-1 visas without proper authorization.

Four Easy Registration Steps

(for Open University Only)

1. Check the CSU Channel Islands *Schedule of Classes* for the days and times of the courses you need.
2. You must use an Open University registration form to enroll in courses through this program (available by calling (805) 437-2748).
3. Attend the first class meeting and get instructor and Academic Affairs signatures. Registration is done on a "space available basis." Note: some departments may have additional requirements for certain classes. Attend the first class to obtain the instructor's signature. Instructors are not permitted to sign forms before the first day of class when they can determine space availability. Forms will not be accepted by Extended Education before the first day of class.
4. Return the completed form to Extended Education by the end of the second week of classes

Open University Registration Deadlines

Regular Registration: 1st two weeks of session
Late Registration Dates (late fee applies): 3rd week
Drop (with 65% refund, instructor signature required): End of 2nd week
Late Withdrawal (no refund) - Instructor Signature Required: end of 3rd week

To confirm the schedule and to receive an enrollment form, call (805) 437-2748.

Faculty Affairs

Location

Bell Tower Building
West Wing, 2nd Floor
(805) 437-8455

Faculty Affairs serves and provides for the human resources needs of the University's academic personnel. This includes implementation of policies and programs mandated by the Collective Bargaining Agreements for Unit 3 Faculty and Unit 11, Academic Student Employees. Faculty Affairs provides support for faculty recruitment, appointment, reappointment, evaluation, retention, tenure and promotion, and other related faculty personnel functions and faculty orientation. Faculty Affairs acts as the custodian for the official faculty personnel files.

Academic Resources

Location

Bell Tower Building
West Wing, 2nd Floor
(805) 437-8418

Academic Resources manages the budget and expenditure processes for the operating year, and guides financial operations and reporting for the division. Academic Resources manages the process for planning and developing the budget request for the upcoming fiscal year, provides program planning data, and communicates with support staff, chairs, and unit administrators about expenditure processes, budget processes, and use of financial systems. Staff also provides faculty with post-award expenditure processing assistance on their grants.

Institutional Research

Location

Sage Hall, 2nd floor
(805) 437-8979
www.csuci.edu/about/ir

Institutional Research (IR) is responsible for official University reporting to the CSU Chancellor's Office and other external entities. IR supports university decision-making by compiling, analyzing, and reporting findings from institutional data. IR supports the WASC accreditation process, as well as the University's efforts in assessment, accountability, and institutional effectiveness. IR also supports academic planning and enrollment management. Studies, reports, and findings are posted to the IR website.

Office of Research and Sponsored Programs

Location

Lindero Hall
(805) 437-8495

The Office of Research and Sponsored Programs (ORSP) is responsible for the preparation and submission of University grants and contracts and supports the Institutional Review Board (IRB). ORSP offers grant seeking, grant writing, IRB basics and principal investigator certification trainings every semester. The office oversees a number of special projects such as the Child Abuse Training and Technical Assistance Center, Technology Enhanced Learning for great Careers and Higher achievement (T.E.C.H.) project.



John Spoor Broome Library

(805) 437-8561
www.library.csuci.edu/

The John Spoor Broome Library is housed in an architecturally stunning building designed by world famous British architect Lord Norman Foster. The library merges the campus mission architecture with a modern glass structure, combining both styles into a student-centered digital teaching library.

The library provides attractive and enticing spaces for inquiry and study for both individuals and small groups. Students have access to a knowledgeable and service oriented staff.

The Library has 130 hardwired computers with laptop computers available for check out to be used within the wireless library.

Students have access to a robust collection of 235,000 bound and digital books, over 20,000 electronic journals and newspapers, numerous databases, a comprehensive digital image collection, DVD's/VHS's, CD's, best sellers, and children's books and K-8 curriculum materials.

In addition to circulating the above collections the library also checks out digital cameras, digital video cameras, digital tape recorders, laptop computers, desktop computers, projection units, and provides instruction and support for all these items.

The library has a number of exhibits and activities each year to engage student in a variety of activities. The library sponsors annual events including a Trivia Contest, a Scrabble Tournament, Magnetic Poetry Slam, the Artwalk festival, and the library's traditional 24 hour final exam schedule where snacks and beverages are served in the late hours.

The University Writing Center and the Learning Resource Center are also located in the John Spoor Broome Library.

The Robert J. Lagomarsino Collection

Located in the department of archives and special collections in the University Library, the Lagomarsino collection contains papers, photographs, furniture, and memorabilia relating to Mr. Lagomarsino's years of political service as a California Senate member from 1961-1974 and as a United States Congressman from 1974-1992.

University Writing Center
Location
John Broome Library
(805) 437-8409

At the University Writing Center, trained consultants are available to assist students with composing a first draft, organizing their ideas, and polishing their completed work. Students who would like to review the fundamentals of grammar, syntax, and word usage are invited to work with consultants on an individual basis or in small group sessions with the center's director. The center is also available to assist students with organizing their studies, taking notes, and using research materials.

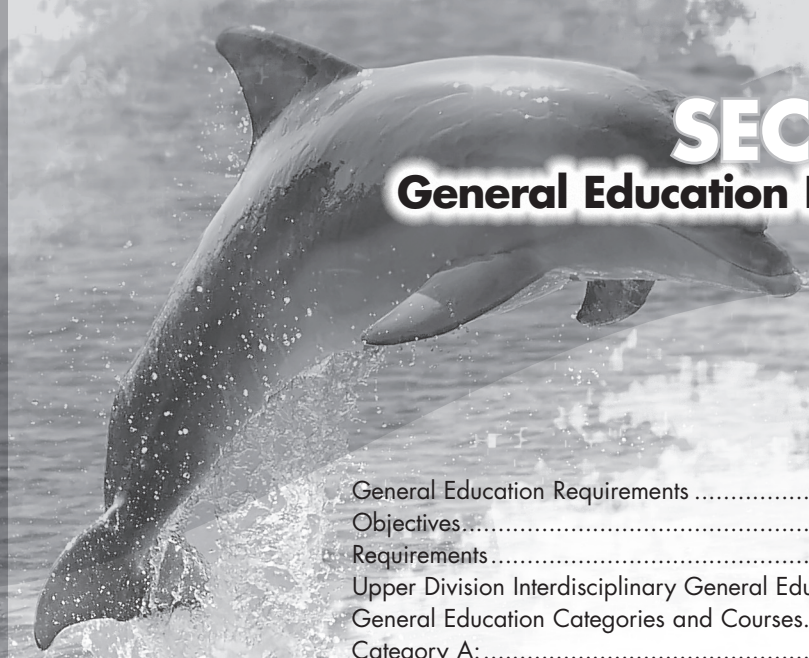
The University Writing Center is open to talk with any student about writing – whether it's a term paper, lab report, or employment letter. Our Writing tutors are available to help with editing, organizing a paper, and improving writing skills. Tutors assist students with any step in the writing process, from brainstorming to creating a final draft. The Writing Center provides individual and group tutoring, writing workshops, and other services to meet the writing needs of undergraduate and graduate students. Appointments are at least 30 minutes, and can be as long as an hour. For more information, visit the Writing Center web site at http://www.csuci.edu/writingcenter/.

Learning Resource Center
Location
John Broome Library
(805) 437-8409

The Learning Resource Center offers individual and group tutoring for many general education and undergraduate courses. Trained tutors guide and assist students to develop content area knowledge and skills. Tutoring is offered for subjects such as ASL, Biology, Chemistry, Physics and Spanish. Students should contact the Learning Resource administrative assistant to obtain information regarding discipline tutoring available each semester. Students can receive extensive assistance in courses dealing with basic mathematics, geometry, statistics, calculus, as well as higher mathematics. Drop-in assistance is available throughout the semester.




CALIFORNIA STATE
UNIVERSITY
CHANNEL ISLANDS



SECTION 9
General Education Requirements

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GENERAL EDUCATION REQUIREMENTS

Objectives

The General Education Program provides a vital element in fulfilling the mission of the University. Interdisciplinary courses facilitate learning within and across disciplines, enabling students to use information and approaches from a wide variety of disciplines. Language and multicultural courses provide the opportunity for students to experience cultures other than their own in meaningful and respectful ways. General Education requirements are designed to assure that all graduates of the University, whatever their major, have acquired essential skills, experiences, and a broad range of knowledge appropriate to educated people within society.

General Education courses are intended:

- To foster an ability to think clearly and logically;
- To prepare students to find and critically examine information;
- To communicate at an appropriate level in both oral and written forms;
- To acquaint students with the physical universe and its life forms and to impart an understanding of scientific methodology and of mathematical concepts and quantitative reasoning;
- To cultivate through the study of philosophy, literature, languages, and the arts-intellect, imagination, sensibility, and sensitivity;
- To deal with human social, political, and economic institutions and their historical backgrounds, with human behavior and the principles of social interaction; and
- To integrate their knowledge by forming an interdisciplinary and insightful approach to learning.

Requirements

As a graduation requirement, all CSUCI students must complete 48 units of General Education distributed across categories A-E. Nine of the 48 units of General Education are required to be resident upper division, interdisciplinary courses numbered in the 330-349 or 430-449 ranges.

Transfer students who enter CSUCI as GE certified will need to complete 9 units of upper division, interdisciplinary general education coursework to meet the 48 unit requirement.

In planning to fulfill the General Education requirements, students are encouraged to consult an academic advisor and the General Education Informational Brochure.

Category A:	Communication in the English Language and Critical Thinking (9 units)
Category B:	Mathematics, Sciences, and Technology (12 units)
Category C:	Art, Literature, Languages and Cultures (12 units)
Category D:	Social Perspectives (12 units)
Category E:	Human Psychological and Physiological Perspectives (3 units)

Upper Division Interdisciplinary General Education Courses

Nine of the 48 units of General Education have been designated as upper division, interdisciplinary courses. These courses integrate significant content, ideas, and ways of knowing from more than one discipline. Each of these courses will involve the student in collaborative work, critical thinking, and integration of ideas. By taking nine units of these courses in categories A-E, students will extend their experience across the curriculum and gain more breadth of educational experience. In addition, they will begin to make connections between their majors and a variety of other fields and ways of knowing, increasing both their knowledge and their ability to communicate with people across the disciplinary spectrum.

- The nine units of resident upper division General Education required of all students must be selected from the listing of upper division interdisciplinary courses. Courses may be cross-listed in two or more disciplines. A minimum of three semester units must come from a discipline outside the student's major and not cross-listed with the student's major discipline.
- All upper division, interdisciplinary courses will include substantive written work consisting of in-class writing as well as outside-class writing of revised prose.
- Courses numbered 330-349 do not have prerequisites.
- Courses numbered 430-449 may have prerequisites.
- Students must have junior standing or permission from the instructor to enroll in these courses.

Major Specific Courses

Some majors require specific GE courses. Students should consult the catalog for their majors' requirements or contact their advisors.

Cross Listed Courses

Many upper division General Education courses are cross-listed. Students may only receive credit once for each cross-listed course. For example: ENGL 431 is cross-listed with ART 431. The student may choose to receive course units for either of the two courses but not both.

Double Counting

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

Courses in More Than One Category

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

General Education Categories and Courses

Category A: Communication in the English Language and Critical Thinking (9 units)

Courses in Category A approach communication as symbolic interaction, examining the formulation and complexities of those interactions. Students learn how to discover, evaluate, and report information, how to reason inductively and deductively, how to distinguish fact from judgment or opinion. Courses in Categories A1 and A2 emphasize the content and form of both oral and written English. They explore the psychological basis and the social significance of communication, as well as the ways language works in diverse situations. Through active participation in written and oral communication, students develop the skills necessary for effective speaking, comprehension, writing, and reasoning. Modes of argument, rhetorical perspectives, and the relationship of language to logic are stressed in all Category A courses.

Students must take a minimum of one course in each of the three subcategories.

A-1 Oral Communication

COMM	101	Public Speaking (3)
COMM	200	Introduction to Communication Studies (3)
COMM	210	Interpersonal Communication (3)
COMM	220	Group Communication (3)
COMM	336	Multicultural Literature and Communication (ENGL) (3)
COMM	345	Media Literacy and Youth Culture (EDUC) (3)
COMM	346	School Communication (EDUC) (3)
COMM	442	Organizational Communication (3)
ENGL	106	Composition and Rhetoric II - Service Learning (3)
ENGL	107	Advanced Composition and Rhetoric (3)
PA	101	Introduction to the Performing Arts (3)
PA	202	Integrating Dance, Music and Theatre (3)
PATH	280	Acting I (3)

A-2 English Writing

ART	230	The Art of Creating Journalism (ENGL/LS) (3)
ENGL	103	Stretch Composition II (3)
ENGL	105	Composition and Rhetoric I (3)
ENGL	106	Composition and Rhetoric II - Service Learning (3)
ENGL	107	Advanced Composition and Rhetoric (3)
ENGL	330	Interdisciplinary Writing (3)

A-3 Critical Thinking

COMM	211	Discerning Information in an Interconnected World (LIB) (3)
MATH	230	Logic and Mathematical Reasoning (3)
MATH	430	Research Design and Data Analysis (3)
MATH	438	Philosophy of Mathematics (3)
UNIV	110	Critical Thinking and the University Mission (3)

Category B: Mathematics, Sciences, and Technology (12 units)

Courses in this area explore the scope and major concepts of mathematics and/or scientific disciplines. In the sciences, the intent is to present the principles and concepts which form the foundations of living or non-living systems. The focus of all courses in Category B is on the presentation and evaluation of evidence and argument, the appreciation of use/misuse of data, and the organization of information in quantitative, technological, or other formal systems. Students are introduced to the principles and practices that underscore mathematical and scientific inquiry (logic, precision, hypothesis generation and evaluation, experimentation, and objectivity) and gain an understanding of the process by which new knowledge is created, organized, accessed, and synthesized. Students improve their reasoning skills (critical thinking, problem-solving, decision making, analysis, and synthesis), and apply information and technology to the understanding of complex and diverse problems in mathematics and the sciences. They become aware of the influence and significance of mathematics and the sciences in world civilization.

Students must take a minimum of one course in each of the subcategories. At least one course must include a laboratory component.

B-1 Physical Sciences-Chemistry, Physics, Geology, and Earth Sciences

ART	208	The Physics of Art and Visual Perception (PHYS) (3)
ASTR	105	Introduction to the Solar System (PHYS) (3)
BIOL	434	Introduction to Biomedical Imaging (HLTH/PHYS) (4)
BUS	341	Drug Discovery and Development (CHEM/ECON) (3)
CHEM	100	Chemistry and Society (4)
CHEM	105	Introduction to Chemistry (3)
CHEM	110	Chemistry of Life (4)
CHEM	121	General Chemistry I (4)
CHEM	122	General Chemistry II (4)
CHEM	330	The History of Science: NonWestern Origins and the Western Revolution (HIST) (3)
CHEM	335	The Chemistry of the Kitchen (3)
CHEM	343	Forensic Science (3)
CHEM	344	Energy and Society (PHYS) (3)
COMP	345	Digital Image Processing (MATH/PHYS) (3)
COMP	445	Image Analysis and Pattern Recognition (MATH/PHYS) (3)
ENGL	338	Science and Conscience (PHYS) (3)

GEOL	121	Physical Geology (4)
GEOL	122	Historical Geology (3)
GEOL	321	Environmental Geology (4)
PA	436	Physics of the Performing Arts (PHYS) (3)
PAMU	335	The Physics of Music (PHYS) (3)
PHSC	170	Foundations in Physical Science (4)
PHYS	100	Introduction to Physics I (4)
PHYS	101	Introduction to Physics II (4)
PHYS	103	How Things Work (3)
PHYS	106	Applied Physics and Modern Society (3)
PHYS	107	The Stars and Beyond (3)
PHYS	200	General Physics I (4)
PHYS	201	General Physics II (4)
PHYS	448	Team Based Research (3)

B-2 Life Sciences-Biology

ANTH	104	Introduction to Bioanthropology (3)
ANTH	345	Human Evolution and Diversity (3)
BIOL	100	Exploring the Living World (4)
BIOL	170	Foundations of Life Science (4)
BIOL	200	Principles of Organismal and Population Biology (4)
BIOL	201	Principles of Cell and Molecular Biology (4)
BIOL	212	Neurobiology and Cognitive Science (PSY) (3)
BIOL	213	Sex, Germs and Diseases (3)
BIOL	215	Animal Diversity (4)
BIOL	217	Medical Microbiology (4)
BIOL	331	Biotechnology in the Twenty-First Century (BUS) (3)
BIOL	332	Cancer and Society (3)
BIOL	333	Emerging Public Health Issues (3)
BIOL	334	Natural History of Ventura County (3)
BIOL	335	The Biosphere (3)
BIOL	431	Bioinformatics (4)
BIOL	432	Principles of Epidemiology and Environmental Health (3)
BIOL	433	Ecology and the Environment (4)
ESRM	100	Introduction to Environmental Science and Resource Management (3)

B-3 Mathematics - Mathematics and Applications

BIOL	203	Quantitative Methods for Biology (3)
MATH	108	Mathematical Thinking (3)
MATH	137	Strategies and Game Design (3)
MATH	140	Calculus for Business Applications (3)
MATH	150	Calculus I (4)
MATH	201	Elementary Statistics (3)
MATH	202	Biostatistics (PSY) (3)
MATH	208	Modern Mathematics for Elementary Teaching I-Numbers and Problem Solving (3)
MATH	230	Logic and Mathematical Reasoning (3)
MATH	329	Statistics for Business and Economics (3)
MATH	330	Mathematics and Fine Arts (3)
MATH	331	History of Mathematics (3)
MATH	430	Research Design and Data Analysis (3)
MATH	437	Mathematics for Game Development (3)
MATH	438	Philosophy of Mathematics (3)
MATH	448	Scientific Computing (3)

B-4 Computers and Information Technology

BIOL	203	Quantitative Methods for Biology (3)
BIOL	431	Bioinformatics (4)
CHEM	305	Computer Applications in Chemistry (1)
COMP	101	Computer Literacy (3)
COMP	102	Web Development (3)
COMP	105	Computer Programming Introduction (3)
COMP	110	Computer Literacy for Educators (LS) (3)
COMP	150	Object-Oriented Programming (4)
COMP	337	Survey of Computer Gaming (3)
COMP	345	Digital Image Processing (MATH/PHYS) (3)
COMP	437	Foundations of Computer Game Development (3)
COMP	445	Image Analysis and Pattern Recognition (MATH/PHYS) (3)
COMP	447	Societal Issues in Computing (3)
COMP	449	Human-Computer Interaction (PSY) (3)
ESRM	328	Introduction to Geographic Information Systems (3)
MATH	438	Philosophy of Mathematics (3)
MATH	448	Scientific Computing (3)

Category C: Art, Literature, Languages, and Cultures (12 units)

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

Students must take one course in each subcategory.

C-1 Art

ART	100	Understanding Fine Arts Processes (3)
ART	101	What is Art**?** (3)
ART	102	Multicultural Children's Art (3)
ART	110	Prehistoric Art to the Middle Ages (3)
ART	111	Renaissance to Modern Art (3)
ART	112	Art of the Eastern World (3)
ART	208	The Physics of Art and Visual Perception (PHYS) (3)
ART	330	Critical Thinking in a Visual World (3)
ART	331	Art, Society, and Mass Media (COMM) (3)
ART	332	Multicultural Art Movements (3)
ART	334	The Business of Art (BUS) (3)
ART	336	Art and Music: Dissonance, Diversity and Continuity (PAMU) (3)
ART	337	Art on Film and Film as Art
ART	338	Psychology of Art and Artists (PSY) (3)

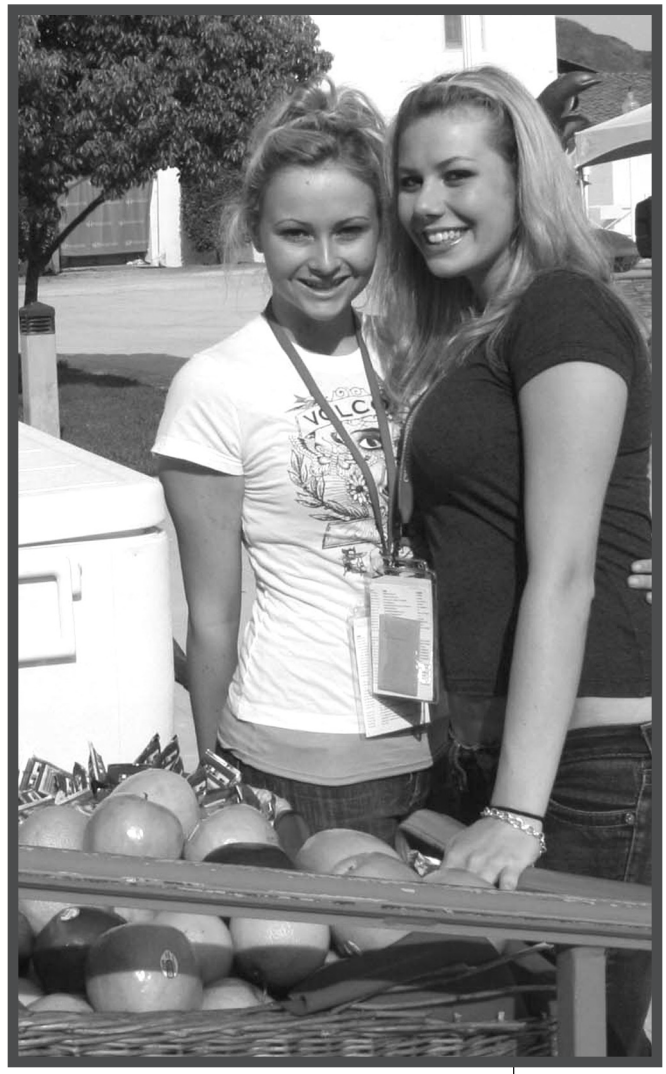
ART	351	The Baroque Eye: Art, Culture, Money, and Power (3)
ART	352	Visual Canons of the Ancient World (3)
ART	353	Medieval World: Spirituality and Representation (3)
ART	431	European Renaissance Literature and Art (ENGL) (3)
ART	432	Arts of the Harlem Renaissance (ENGL/PAMU) (3)
ART	433	Women in the Arts (3)
ART	434	The Museum: Culture, Business and Education (BUS/EDUC) (3)
ART	435	Postmodern Visual Culture (3)
ART	436	Modern Art (3)
ART	451	Diversity in the Visual Arts (3)
EDUC	343	Teaching Drama to Children (PATH) (3)
HIST	338	Theatre in History (PATH) (3)
PA	101	Introduction to the Performing Arts (3)
PA	202	Integrating Dance, Music and Theatre (3)
PADA	254	Modern Dance I (3)
PAMU	100	Music Appreciation (3)
PAMU	200	History of Rock (3)
PAMU	307	University Chorus (1)
PAMU	308	University Orchestra (1)
PAMU	330	Jazz in America (3)
PAMU	333	The Varieties of Musical Experience (3)
PAMU	335	The Physics of Music (PHYS) (3)
PATH	280	Acting I (3)

C-2 Literature Courses

ART	335	American Ethnic Images in Novels, Film, and Art (ENGL/HIST) (3)
ART	431	European Renaissance Literature and Art (ENGL) (3)
ART	432	Arts of the Harlem Renaissance (ENGL/PAMU) (3)
BUS	340	Business and Economics in American Literature (ECON/ENGL) (3)
COMM	336	Multicultural Literature and Communication (ENGL) (3)
ECON	331	Narratives of the Working Class (ENGL/HIST/POLS/SOC) (3)
ENGL	110	Themes in Multicultural Literature for Non-Majors (3)
ENGL	120	American Literature I (3)
ENGL	150	British and European Literature I (3)
ENGL	210	Themes in World Literature (3)
ENGL	220	American Literature II (3)
ENGL	250	British and European Literature II (3)
ENGL	332	Teaching Dramatic Literature (PATH)
ENGL	333	Multicultural Drama in Performance/ Production (PATH) (3)
ENGL	334	Narratives of Southern California (HIST) (3)
ENGL	337	Literature of the Environment (3)
ENGL	338	Science and Conscience (PHYS) (3)
ENGL	339	Psychology and Literature (PSY) (3)
ENGL	349	Perspectives on Multicultural Literature (3)
ENGL	350	Native American Literature (3)
ENGL	351	African/African American Literature (3)
ENGL	352	Asian/Asian American Literature (3)
ENGL	353	Chicana/o Hispanic/Hispanic American Literature (3)
ENGL	433	Gay/Lesbian/Bisexual/Transgender Studies (GEND) (3)
ENGL	444	Original Practice in Renaissance Drama (PATH) (3)
PATH	334	Spanish Language Drama and Theatre (SPAN) (3)

C-3a Language

ARAB	101	Elementary Arabic I (4)
ARAB	102	Elementary Arabic II (4)
ASL	101	American Sign Language I (3)
ASL	102	American Sign Language II (3)
CHIN	101	Elementary Chinese I (4)
CHIN	102	Elementary Chinese II (4)
SPAN	101	Elementary Spanish I (4)
SPAN	102	Elementary Spanish II (4)
SPAN	201	Intermediate Spanish I (4)
SPAN	202	Intermediate Spanish II (4)
SPAN	211	Spanish for Heritage Speakers I (4)
SPAN	212	Spanish for Heritage Speakers II (4)
SPAN	301	Advanced Spanish: Part One (3)
SPAN	302	Advanced Spanish: Part Two (3)



C-3b Multicultural

ANTH	102	Cultural Anthropology (3)
ANTH	323	Native Americans of California to the 1850ís (3)
ART	101	What is Art**?** (3)
ART	102	Multicultural Children's Art (3)
ART	112	Art of the Eastern World (3)
ART	332	Multicultural Art Movements (3)
ART	333	History of Southern California Chicana/o Art (HIST) (3)
ART	335	American Ethnic Images in Novels, Film, and Art (ENGL/HIST) (3)
ART	435	Postmodern Visual Culture (3)
ART	451	Diversity in the Visual Arts (3)
CHS	100	Chicana/os in Contemporary Society (3)
CHS	331	Transborder Perspectives in Chicana/o Studies (3)
COMM	321	Cultural Conversations (3)
EDUC	445	Chicano Child and Adolescent (HIST) (4)
EDUC	512	Equity, Diversity and Foundations of Schooling (3)
ENGL	110	Themes in Multicultural Literature for Non-Majors (3)
ENGL	333	Multicultural Drama in Performance/ Production (PATH) (3)
ENGL	349	Perspectives on Multicultural Literature (3)
ENGL	350	Native American Literature (3)
ENGL	351	African/African American Literature (3)
ENGL	352	Asian/Asian American Literature (3)
ENGL	353	Chicana/o Hispanic/Hispanic American Literature (3)
ENGL	430	Tradition and Transformation: Literature, History, and Cultural Change (HIST) (3)
HIST	338	Theatre in History (PATH) (3)
NRS	342	Complementary and Alternative Health (PSY) (3)
PAMU	330	Jazz in America (3)
PATH	334	Spanish Language Drama and Theatre (SPAN) (3)
POLS	306	The Politics of Race and Ethnicity (3)
POLS	330	Political Sociology (SOC) (3)
PSY	344	Psychology and Traditional Asian Thought (3)
SPAN	201	Intermediate Spanish I (4)
SPAN	202	Intermediate Spanish II (4)
SPAN	211	Spanish for Heritage Speakers I (4)
SPAN	212	Spanish for Heritage Speakers II (4)
UNIV	392	International Experience (1-3)

Category D: Social Perspectives (12 units)

The courses in this category enhance student knowledge of the complex cultural and institutional world in which people live. Each course examines relationships between various cultures and institutions that shape our social, economic, psychological, and political realities. Using the lenses of the social sciences, students gain insight and understanding of the social, political, historical, economic, educational or behavioral aspects of world cultures and systems, including the ways in which these interact and influence each other.

Students must select a minimum of three courses (12 units), each course in a different social science discipline.

ANTH	102	Cultural Anthropology (3)
ANTH	310	Civilization of an Ancient Landscape: World Archaeology (3)
ANTH	323	Native Americans of California to the 1850ís (3)
ANTH	327	Oral History and Community (3)
ANTH	332	Human Ecology (ESRM) (3)
ANTH	442	The African Diaspora (HIST) (3)
ANTH	443	Medical Anthropology: Cross-Cultural Perspectives on Health and Healing (3)
ANTH	444	Values and Valuables (ECON) (3)
ART	331	Art, Society, and Mass Media (COMM) (3)
ART	333	History of Southern California Chicana/o Art (HIST) (3)
ART	334	The Business of Art (BUS) (3)
ART	336	Art and Music: Dissonance, Diversity and Continuity (PAMU) (3)
ART	337	Art on Film and Film as Art (3)
ART	433	Women in the Arts (3)
ART	434	The Museum: Culture, Business and Education (BUS/EDUC) (3)
BIOL	326	Scientific and Professional Ethics (MGT) (3)
BIOL	331	Biotechnology in the Twenty-First Century (BUS) (3)
BIOL	332	Cancer and Society (3)
BIOL	342	The Zoo: Conservation, Education and Recreation (BUS/ECON/EDUC) (3)
BIOL	345	Science and Public Policy (POLS) (3)
BIOL	432	Principles of Epidemiology and Environmental Health (3)
BUS	333	Nonprofit Organizations (COMM/ECON/POLS) (3)
BUS	336	Social Entrepreneurship (SOC) (3)
BUS	340	Business and Economics in American Literature (ECON/ENGL) (3)
BUS	341	Drug Discovery and Development (CHEM/ECON) (3)
BUS	344	The Library: Collections, Services and Instruction (ECON/EDUC/LIB) (3)
BUS	346	Colleges and Universities: Education, Research and Service (ECON/EDUC) (3)
BUS	349	History of Business and Economics in North America (ECON/HIST) (3)
BUS	424	Business, Government and Society (3)
BUS	448	Globalization and Development (ECON/SOC) (3)
CHS	100	Chicanas/os in Contemporary Society (3)
CHS	292	Chicana/o Studies Service Learning and Civic Engagement (3)
CHS	331	Transborder Perspectives in Chicana/o Studies (3)
COMM	211	Discerning Information in an Interconnected World (LIB) (3)
COMM	335	Politics and Film (POLS) (3)

COMM	340	Conflict Management and Mediation (3)
COMM	345	Media Literacy and Youth Culture (EDUC) (3)
COMM	430	Political Communication (POLS) (3)
COMM	441	Health Communication (NRS) (3)
COMM	443	Environmental Communication (ESRM) (3)
COMP	447	Societal Issues in Computing (3)
ECON	110	Principles of Microeconomics (3)
ECON	111	Principles of Macroeconomics (3)
ECON	300	Fundamentals of Economics (3)
ECON	331	Narratives of the Working Class (ENGL/HIST/POLS/SOC) (3)
ECON	343	Capital Theory (FIN) (3)
ECS	101	Introduction to Early Childhood Education (3)
EDUC	101	Introduction to Elementary Schooling (3)
EDUC	320	Education in Modern Society (3)
EDUC	330	Introduction to Secondary Schooling (3)
EDUC	431	Education Policy and Politics (POLS) (3)
EDUC	445	Chicano Child and Adolescent (HIST) (4)
ENGL	334	Narratives of Southern California (HIST) (3)
ENGL	337	Literature of the Environment (3)
ENGL	339	Psychology and Literature (PSY) (3)
ENGL	430	Tradition and Transformation: Literature, History, and Cultural Change (HIST) (3)
ENGL	433	Gay/Lesbian/Bisexual/Transgender Studies (GEND) (3)
ESRM	100	Introduction to Environmental Science and Resource Management (3)
ESRM	340	Politics and the Environment (POLS) (3)
ESRM	341	The National Park (POLS) (3)
ESRM	342	Environmental History (HIST) (3)
ESRM	440	Population Studies (SOC) (3)
GEOG	201	Culture and Historical Geography of the World (3)
GLST	200	Introduction to Global Studies (3)
HIST	211	World Civilizations: Origins to 1500 (3)
HIST	212	World Civilizations: Since 1500 (3)
HIST	280	The Historian's Craft (3)
HIST	340	History and Psychology of Nazi Germany (PSY) (3)
HIST	360	History of Colonial Latin America (3)
HIST	361	History of Modern Latin America (3)
HIST	365	Themes in World History (3)
HIST	402	Southern California Chicana/o History and Culture (3)
HIST	412	Law and Society (3)
HIST	413	World Religions and Classical Philosophies (3)
HIST	436	Psychology and History of East Asian Warrior Cultures (PSY) (3)
HIST	451	History of Africa Since 1800 (3)
HIST	452	History of Southern Africa Since 1600 (3)
MATH	331	History of Mathematics (3)
NRS	348	Healthy Aging (PSY/SOC) (3)
POLS	102	Comparative Government (3)
POLS	103	Introduction to International Politics (3)
POLS	328	United States Foreign Policy (3)
POLS	330	Political Sociology (SOC) (3)
PSY	100	Introduction to Psychology (3)
PSY	213	Developmental Psychology (3)
PSY	333	Measurement and Testing of Groups and Individuals (3)
PSY	337	Psychological Ethics and Moral Philosophy (3)
PSY	345	Individuals with Disabilities in Society (SPED) (3)
PSY	432	Seminar in Leadership (3)
PSY	445	Adolescent Development (3)
SOC	100	Introduction to Sociology (3)
SOC	201	Social Problems in a Service Learning Context (3)

Category E: Human Psychological and Physiological Perspectives (3 units)

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

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

ART	338	Psychology of Art and Artists (PSY) (3)
BIOL	212	Neurobiology and Cognitive Science (PSY) (3)
BIOL	213	Sex, Germs and Diseases (3)
BIOL	333	Emerging Public Health Issues (3)
BIOL	434	Introduction to Biomedical Imaging (HLTH/PHYS) (4)
COMP	449	Human-Computer Interaction (PSY) (3)
HIST	340	History and Psychology of Nazi Germany (PSY) (3)
HIST	436	Psychology and History of East Asian Warrior Cultures (PSY) (3)
HLTH	322	Health Issues in Education (2)
NRS	342	Complementary and Alternative Health (PSY) (3)
NRS	348	Healthy Aging (PSY/SOC) (3)
PADA	254	Modern Dance I (3)
PHED	102	Seminar in Traditional Martial Arts: Tai Ji (1)
PHED	105	Zen of Surfing (1)
PHED	110	Wellness (2)
PHED	208	Introduction to Kinesiology (3)
PHED	302	Motor Learning, Fitness and Development in Children (2)
PSY	100	Introduction to Psychology (3)

PSY	210	Learning, Cognition and Development (3)
PSY	213	Developmental Psychology (3)
PSY	220	Human Sexual Behavior (3)
PSY	344	Psychology and Traditional Asian Thought (3)
PSY	345	Individuals with Disabilities in Society (SPED) (3)
PSY	346	Human Motivation (3)
PSY	432	Seminar in Leadership (3)
PSY	445	Adolescent Development (3)

Upper Division Interdisciplinary General Education Courses

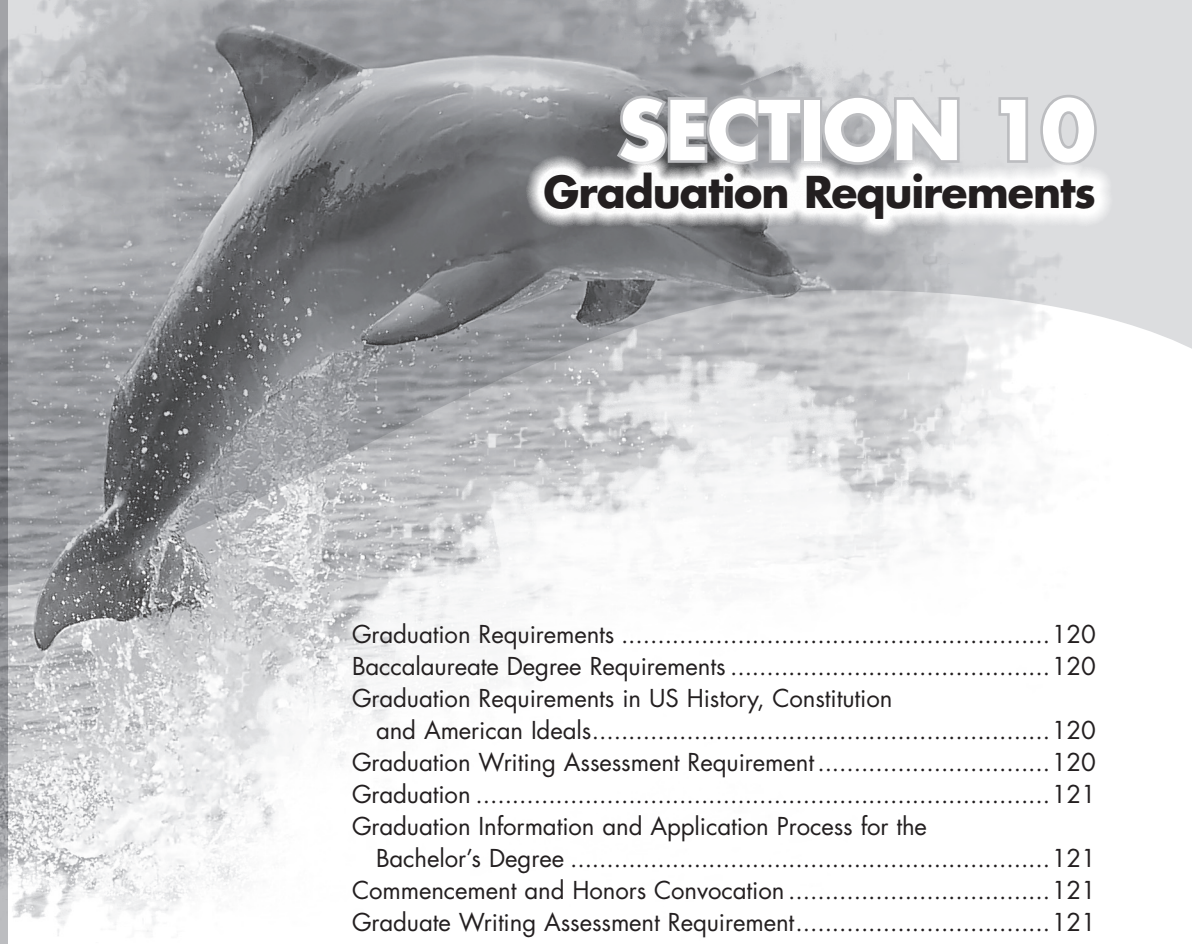
Courses in the following list meet the upper division general education requirement and may also be counted toward the designated General Education category. If a course is designated in more than one GE category the student must choose which GE category the course is fulfilling.

ANTH	332	Human Ecology (ESRM) (3)
ANTH	345	Human Evolution and Diversity (3)
ANTH	442	The African Diaspora (HIST) (3)
ANTH	443	Medical Anthropology: Cross-Cultural Perspectives on Health and Healing (3)
ANTH	444	Values and Valuables (ECON) (3)
ART	330	Critical Thinking in a Visual World (3)
ART	331	Art, Society, and Mass Media (COMM) (3)
ART	332	Multicultural Art Movements (3)
ART	333	History of Southern California Chicana/o Art (HIST) (3)
ART	334	The Business of Art (BUS) (3)
ART	335	American Ethnic Images in Novels, Film, and Art (ENGL/HIST) (3)
ART	336	Art and Music: Dissonance, Diversity and Continuity (PAMU) (3)
ART	337	Art on Film and Film as Art (3)
ART	338	Psychology of Art and Artists (PSY) (3)
ART	431	European Renaissance Literature and Art (ENGL) (3)
ART	432	Arts of the Harlem Renaissance (ENGL/PAMU) (3)
ART	433	Women in the Arts (3)
ART	434	The Museum: Culture, Business and Education (BUS/EDUC) (3)
ART	435	Postmodern Visual Culture (3)
ART	436	Modern Art (3)
BIOL	331	Biotechnology in the Twenty-First Century (BUS) (3)
BIOL	332	Cancer and Society (3)
BIOL	333	Emerging Public Health Issues (3)
BIOL	334	Natural History of Ventura County (3)
BIOL	335	The Biosphere (3)
BIOL	342	The Zoo: Conservation, Education and Recreation (BUS/ECON/EDUC) (3)
BIOL	345	Science and Public Policy (POLS) (3)
BIOL	431	Bioinformatics (4)
BIOL	432	Principles of Epidemiology and Environmental Health (3)
BIOL	433	Ecology and the Environment (4)
BIOL	434	Introduction to Biomedical Imaging (HLTH/PHYS) (4)
BUS	333	Nonprofit Organizations (COMM/ECON/ POLS) (3)
BUS	335	Business and the Performing Arts (PA) (3)
BUS	336	Social Entrepreneurship (SOC) (3)
BUS	340	Business and Economics in American Literature (ECON/ENGL) (3)
BUS	341	Drug Discovery and Development (CHEM/ECON) (3)
BUS	344	The Library: Collections, Services and Instruction (ECON/EDUC/LIB) (3)
BUS	346	Colleges and Universities: Education, Research and Service (ECON/EDUC) (3)
BUS	349	History of Business and Economics in North America (ECON/HIST) (3)
BUS	448	Globalization and Development (ECON/SOC) (3)
CHEM	330	The History of Science: NonWestern Origins and the Western Revolution (HIST) (3)
CHEM	335	The Chemistry of the Kitchen (3)
CHEM	343	Forensic Science (3)
CHEM	344	Energy and Society (PHYS) (3)
CHS	331	Transborder Perspectives in Chicana/o Studies (3)
COMM	335	Politics and Film (POLS) (3)
COMM	336	Multicultural Literature and Communication (ENGL) (3)
COMM	340	Conflict Management and Mediation (3)
COMM	345	Media Literacy and Youth Culture (EDUC) (3)
COMM	346	School Communication (EDUC) (3)
COMM	430	Political Communication (POLS) (3)
COMM	441	Health Communication (NRS) (3)
COMM	442	Organizational Communication (3)
COMM	443	Environmental Communication (ESRM) (3)
COMP	337	Survey of Computer Gaming (3)
COMP	345	Digital Image Processing (MATH/PHYS) (3)
COMP	437	Foundation of Computer Game Development (3)
COMP	445	Image Analysis and Pattern Recognition (MATH/PHYS) (3)
COMP	447	Societal Issues in Computing (3)
COMP	449	Human-Computer Interaction (PSY) (3)
ECON	331	Narratives of the Working Class (ENGL/HIST/POLS/SOC) (3)
ECON	343	Capital Theory (FIN) (3)
EDUC	330	Introduction to Secondary Schooling (3)
EDUC	343	Teaching Drama to Children (PATH) (3)
EDUC	431	Education Policy and Politics (POLS) (3)
EDUC	445	Chicano Child and Adolescent (HIST) (3)
ENGL	330	Interdisciplinary Writing (3)
ENGL	332	Teaching Dramatic Literature (PATH) (3)
ENGL	333	Multicultural Drama in Performance/Production (PATH) (3)

ENGL	334	Narratives of Southern California (HIST) (3)
ENGL	337	Literature of the Environment (3)
ENGL	338	Science and Conscience (PHYS) (3)
ENGL	339	Psychology and Literature (PSY) (3)
ENGL	349	Perspectives on Multicultural Literature (3)
ENGL	430	Tradition and Transformation: Literature, History, and Cultural Change (HIST) (3)
ENGL	433	Gay/Lesbian/Bisexual/Transgender Studies (GEND) (3)
ENGL	444	Original Practice in Renaissance Drama (PATH) (3)
ESRM	340	Politics and the Environment (POLS) (3)
ESRM	341	The National Park (POLS) (3)
ESRM	342	Environmental History (HIST) (3)
ESRM	440	Population Studies (SOC) (3)
HIST	338	Theatre in History (PATH) (3)
HIST	340	History and Psychology of Nazi Germany (PSY) (3)
HIST	436	Psychology and History of East Asian Warrior Cultures (PSY) (3)
MATH	330	Mathematics and Fine Arts (3)
MATH	331	History of Mathematics (3)
MATH	430	Research Design and Data Analysis (3)
MATH	437	Mathematics for Game Development (3)
MATH	438	Philosophy of Mathematics (3)
MATH	448	Scientific Computing (3)
NRS	342	Complementary and Alternative Health (PSY) (3)
NRS	348	Healthy Aging (PSY/SOC) (3)
PA	436	Physics of Performing Arts (PHYS) (3)
PAMU	330	Jazz in America (3)
PAMU	333	The Varieties of Musical Experience (3)
PAMU	335	The Physics of Music (PHYS) (3)
PATH	334	Spanish Language Drama and Theatre (SPAN) (3)
PHYS	448	Team Based Research (3)
POLS	330	Political Sociology (SOC) (3)
PSY	333	Measurement and Testing of Groups and Individuals (3)
PSY	337	Psychological Ethics and Moral Philosophy (3)
PSY	344	Psychology and Traditional Asian Thought (3)
PSY	345	Individuals with Disabilities in Society (SPED) (3)
PSY	346	Human Motivation (3)
PSY	432	Seminar in Leadership (3)
PSY	445	Adolescent Development (3)

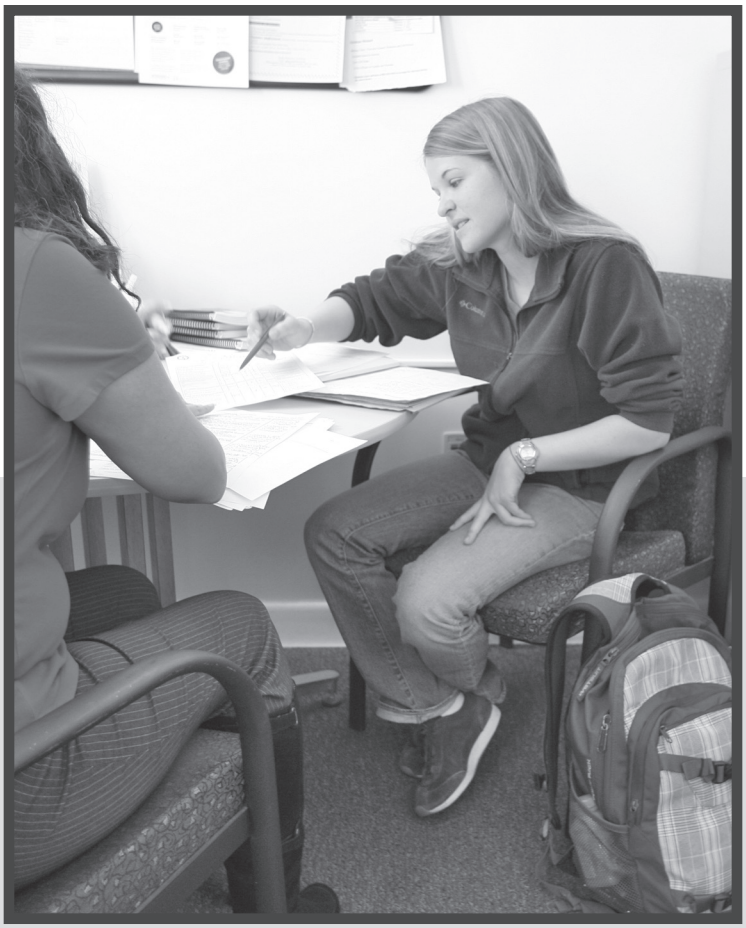






SECTION 10
Graduation Requirements

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GRADUATION REQUIREMENTS

Baccalaureate Degree Requirements

All baccalaureate degrees require completion of the requirements listed below. Degree requirements fall into three categories: general education requirements; major/minor requirements and other University requirements.

Total Units

A minimum of 120-122 units are required, depending on the major selected. No more than 70 units taken at a community college or another two-year college may be applied to this total, excluding military credit and credit by examination. A quarter unit is equivalent to two-thirds of a semester unit.

Upper Division Units

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

Major

Completion of a specific number and pattern of courses in one or more academic departments is defined as a major and is required for graduation.

General Education

All students must complete General Education requirements. General Education requirements can be found in the General Education section of the catalog. A minimum of nine upper division, interdisciplinary units must be completed in residence at CSU Channel Islands.

Residence

At least 30 of the total units must be taken at CSU Channel Islands excluding Open University and Extension units. At least 24 of these 30 units must be upper division coursework, and 12 of the 30 units must be in the major. At least 9 units of upper division interdisciplinary General Education courses (numbered in the 330-349 or 430-449 ranges) of the required 48 General Education units must be completed in residence at CSU Channel Islands.

Grade Point Average (GPA)

An overall GPA of 2.0 is required in:
1. Total courses attempted
2. CSU Channel Islands courses attempted; and
3. Courses in the major

Title V, Section 40404: Graduation Requirements in United States History, Constitution and American Ideals (American Institutions Requirement)

Students are required to demonstrate competencies in U.S. History, U.S. Constitution and California state and local government for graduation. Competencies can be met by enrollment in six units as follows:

1. *Choose from one of the following:*
   POLS 150 American Political Institutions (3)
   POLS 316 State and Local Politics and Policy (3)
   Students who have AP credit for American Government or have taken American Government without coverage of California government may take the following: POLS 140 California Government (1)

2. *Choose from one of the following:*

HIST	270	The United States to 1877 (3)
HIST	271	The United States since 1877 (3)
HIST	272	Constitutional History of the U.S. (3)
HIST	275	The United States to 1900 (3)
HIST	350	Chicana/o History and Culture (3)

Language and Multicultural Requirement

1. The language requirement can be met by satisfying General Education category C3a with a grade of C or better. Students who are G.E. certified in Section C must still meet the language requirement for graduation and may do so either by passing a C3a course with a grade of "C" or better or by demonstrating proficiency through examination. Students will also receive credit for having advanced proficiency in a language other than English. This proficiency can be demonstrated via an examination that assesses the student's language skills (speaking, listening, reading and writing) on a variety of informal and formal topics. By passing this examination, students fulfill the graduation exit requirement for language. For purposes of the General Education requirement, however, students receive content credit but not unit credit.
2. The multicultural requirement can be met by satisfying General Education category C3b with a grade of C or better. (SP 03-27)

Graduation Writing Assessment Requirement

The Graduation Writing Assessment Requirement will be satisfied through the completion of 9 units of Upper-Division Interdisciplinary General Education courses, which are writing intensive.
(SP 14-03)

GRADUATION

Graduation Information and Application Process for the Bachelor's Degree

To qualify for graduation students must complete all requirements for the bachelor's degree by the official graduation date listed in the schedule of classes. Graduation is not automatic upon the completion of requirements. Students who intend to graduate must take the initiative and should follow the key steps listed below. While students are ultimately responsible for completing all degree requirements, assistance is available through faculty advisement, the Advising Center and Graduation Evaluations. It is important that students meet regularly with an advisor to avoid graduation problems and delays.

Application for Graduation

The application for Degree and Diploma and filing fee entitles students to an official graduation evaluation of progress toward meeting baccalaureate degree requirements. Students qualifying for graduation by the designated graduation date may participate in the annual commencement ceremony. The application for degree is available at the Advising Center in the Bell Tower building and at the Enrollment Center in the Sage Hall.

Key Steps to Graduation

1. Request a **preliminary graduation evaluation** from the **Advising Center** approximately **two semesters prior to the anticipated graduation date**. Students begin the process by meeting with a professional advisor in the Advising Center. The advisor will complete a preliminary check of all graduation requirements. Included in this check will be a major evaluation that may be signed by either a professional advisor or major program advisor.
2. After the initial check with the Advising Center advisor, complete the Application for Degree and Diploma, attach the preliminary graduation evaluation completed by the Advising Center advisor, along with any approved course substitutions.
3. Submit the completed preliminary evaluation, Application for Degree and Diploma and any approved course substitutions to the Enrollment Center Cashier (Sage Hall) and pay the appropriate fees for graduation application. The graduation fee covers the cost of the graduation check, the diploma, and participation in the annual commencement ceremony. **(The fee does not include cap and gown rental, which is handled separately by The Cove Bookstore)**. The Cashier's Office sends the Application for Degree and Diploma, preliminary graduation evaluation and certification of payment to Graduation Evaluations.
4. If the Application for Degree and Diploma is completed by the published deadline (see current semester schedule for filing dates and deadlines), a completed degree evaluation will be mailed before the end of the add/drop period in a student's last semester. The graduation evaluation confirms remaining requirements for graduation and is a formal statement on the expected semester of graduation. **The actual date of graduation will be the end of the semester in which all requirements have been met**.
5. Participate in the commencement ceremony held at the end of the spring semester if eligible (participation is optional).
6. Students not completing the requirements by expected date of graduation must submit a change of graduation term form to the Record's Office and will be charged a $15 graduation refile fee.
7. After all degree requirements have been completed and Graduation Evaluators can verify their completion, a diploma is normally available within four months of final clearance. If proof of completion of degree is needed prior to receiving a diploma, verification of graduation or transcript may be requested from Records and Registration.

Commencement and Honors Convocation

Commencement and Honors Convocation are held each year in the spring, bringing together local community members to celebrate the accomplishment of our students.

University Honors

To receive honors at graduation at CSU Channel Islands, a student must:

1. Complete a minimum 30 units of courses taken at CSUCI for a letter grade.
2. Earn a grade point average of 3.50 or above in all work taken at CSUCI.
3. Earn the following cumulative grade point average in all undergraduate courses, including transfer work:

Summa Cum Laude - this honor is awarded to all students who earn a grade point average of 3.90 - 4.0.

Magna Cum Laude - this honor is awarded to all students who earn a grade point average of 3.75 - 3.89

Cum Laude - this honor is awarded to all students who earn a grade point average of 3.50 - 3.74.
(SP 03-24)

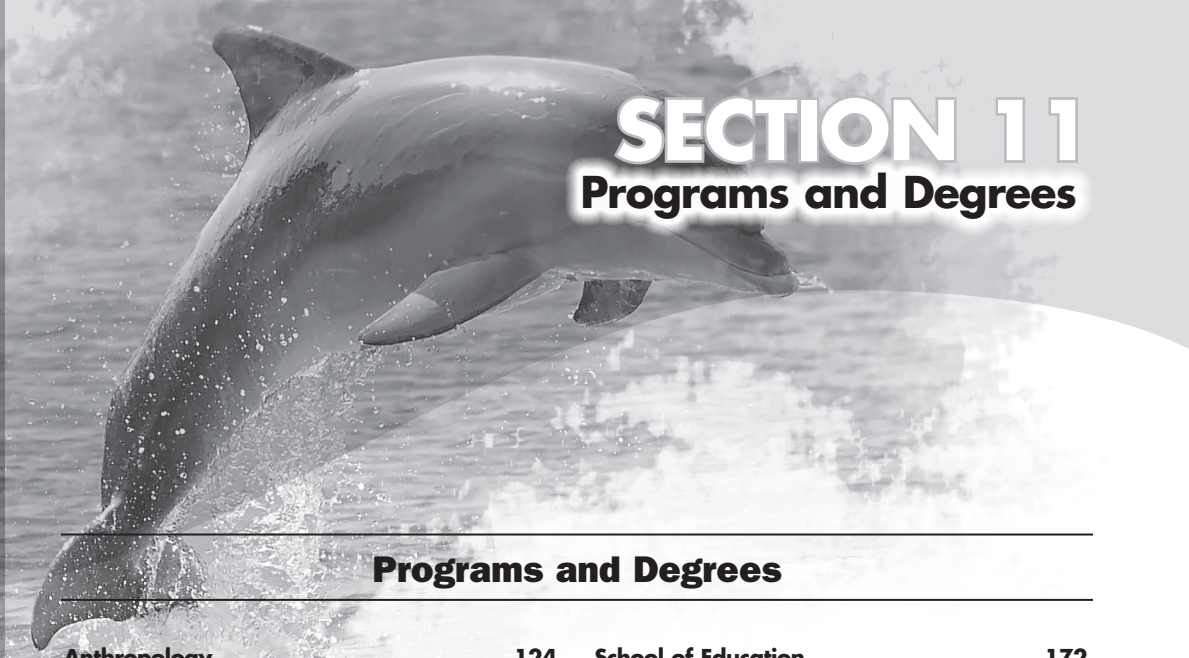
Commencement Ceremonies, Participating in

Students who have completed degree or credential requirements the previous summer or fall terms are eligible to participate in the ceremony along with those who plan to complete their work in the spring or subsequent summer and have filed an Application for Degree and Diploma. Names of graduates and degree candidates who have applied for graduation by the published deadline will be published in the Commencement Program.
(SA.16.002) (SP07-05)

Graduate Writing Assessment Requirement

Refer to discipline specific graduate degree requirements for detailed information. These are listed in the program information and supersede minimum University requirements. Additionally, students must meet all University requirements to graduate.





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Programs and Degrees

Programs and Degrees

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B.A., Minor

Spanish 218
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ANTHROPOLOGY

Programs Offered

- Minor in Anthropology

Anthropologists stress the holistic relationship between humans and their environment using culture as the organizing theme. As such anthropologists study human biological origins and adaptations, as well as cultural adaptations. Although anthropology had its roots in studying hunting and gathering societies and agrarian ones, today anthropologists study modern industrial societies. Because of the ecological, holistic approaches anthropology provides a solid basis to understand the difficult choices facing modern humans, like overpopulation, dwindling resources, and environmental degradation and pollution. By using the knowledge and perspectives gained from many cultures, anthropology is in a position to offer great insight into solutions for the future. Anthropology is a key discipline contributing to multiculturalism, environmental studies, and globalization.

Careers

The anthropology program prepares students for graduate school in anthropology, careers in government service, consulting, international relations, the professions (law, medicine), and teaching social sciences

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Requirements for the Minor in Anthropology (24 units)

Lower Division Requirements (9 units)

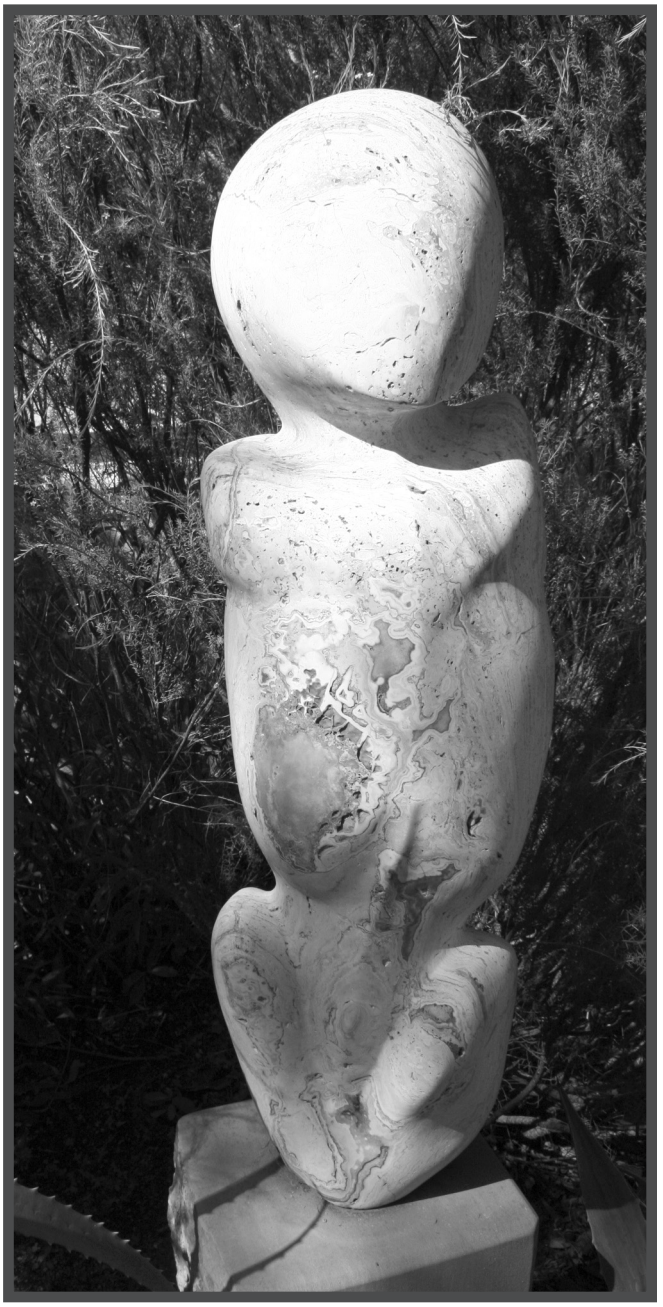
ANTH	102	Cultural Anthropology (3)
ANTH	104	Introduction to Bioanthropology (3)
ANTH	105	Introduction to Archaeology (3)

Upper Division Requirements (9 units)

ANTH	310	Civilizations of an Ancient Landscape World Archaeology (3)
ANTH	332	Human Ecology (3)
ANTH	345	Human Evolution and Diversity (3)

Electives (6 units)

Select two upper division courses approved by faculty advisor.



APPLIED PHYSICS

Programs Offered

- Bachelor of Science in Applied Physics with an Emphasis in Technology
- Bachelor of Science in Applied Physics with an Emphasis in Physical Sciences
- Minor in Applied Physics

Applied physics is the interface between science and technology, between the laboratory and industrial practice. It applies the concepts and models of physics to practical technological applications. Applied physics is essentially an interdisciplinary undertaking, interacting with mathematics, computer science, engineering, the life sciences, medicine and other disciplines. Applied physicists use their understanding and skills at the new scientific and technological frontiers that are developing rapidly at the interface between more traditional disciplines, e.g. biophysics, biomedical engineering, bioinformatics, materials science, and medical imaging. They have the flexibility to adapt to changing technological requirements and the ability to make meaningful contributions to modern, interdisciplinary investigations.

Careers

Graduates from the Bachelor of Science in Applied Physics will receive an excellent preparation for securing professional employment in industry or in the public sector.

The Bachelor of Science in Applied Physics with an Emphasis in Technology is designed to produce graduates with strong problem-solving, technical, industrial and management skills. This will enable them to obtain professional employment on graduation in research and development in industry or in the public sector in, for example, electronics, semiconductors, medical technology and telecommunications. Through appropriate selection of electives, students can concentrate on selected areas within applied physics and pursue further study in graduate or professional schools, for example in Experimental Physics, Computer Engineering, Materials Science, Biomedical Engineering, or Medical Physics.

The Bachelor of Science in Applied Physics with an Emphasis in Physical Sciences is designed to provide students with a broad foundation in applied physics as part of a liberal education in the sciences. The program is particularly appropriate for students interested in such careers as teaching, public service, business, scientific equipment sales or science journalism. It can serve as the depth and breadth of study necessary for securing a single Subject credential in Science for teaching at the high school and middle school level.

The Applied Physics Minor provides non-majors with the background in science and technology that is needed to pursue a career or graduate study in an interdisciplinary field. Students majoring in Mathematics or Computer Science, in particular, should consider obtaining an Applied Physics minor because of the considerable overlap with these fields.

Program Learning Outcomes

Students graduating from the Applied Physics program will be able to:

- Explain the fundamental concepts of physics;
- Analyze and solve problems by applying information in a novel context;
- Formulate hypotheses and devise and perform experiments to test hypotheses as individuals and in a team;
- Apply current technology and scientific methodologies to analyze and solve problems in various scientific, professional and community settings;
- Use and critically evaluate current technical/scientific research literature, online information, and information related to scientific issues in the mass media;
- Communicate in written and oral forms key concepts in physics and general scientific issues with interested citizens and professionals;
- Work co-operatively as part of a research team;
- Learn independently and maintain life-long learning in the sciences and technology.

Faculty

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

Lower Division Requirements (31-32 units)

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

Select either:

COMP	105*	Introduction to Computer Science (3)
or		
COMP	150*	Object-Oriented Programming (4)

** May be double-counted toward GE Requirements*

Upper Division Requirements (37 units)

PHYS	304	Electromagnetism (4)
PHYS	306	Modern Physics (3)
PHYS	310	Electronics (4)
PHYS	335*	Physics of Music (PAMU) (3)
PHYS	338*	Science and Conscience (ENGL) (3)
PHYS	345	Digital Image Processing (COMP/MATH) (3)
PHYS	406	Solid State Physics (3)
PHYS	434*	Introduction to Biomedical Imaging (BIOL/HLTH) (4)
PHYS	448	Team-Based Research (3)
PHYS	499	Senior Colloquium (1)
MATH	350	Differential Equations and Dynamical Systems (3)

Select <u>three</u> units from the following (any combination):

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

** May be double-counted toward GE Requirements*

Electives in the Major (9-10 units)

Select <u>9-10</u> units from the following:

PHYS	445	Image Analysis and Pattern Recognition (COMP/MATH) (3)
PHYS	464	Medical Instrumentation (BIOL) (4)
PHYS	490	Topics in Applied Physics (3)
PHYS	492	Internship (3) (if not taken as a required course)
PHYS	494†	Independent Research (1-3)
PHYS	497†	Directed Studies (1-3)
MATH	352	Probability and Statistics (3)
MATH	448	Scientific Computing (3)
MATH	450	Partial Differential Equations and Mathematical Physics (3)
MATH	451	Complex Analysis (3)
PHYS	301‡	Classical Mechanics (3)
PHYS	305‡	Thermal and Statistical Physics (3)
PHYS	401‡	Quantum Mechanics (3)

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

‡ Courses offered to students interested in taking the GRE exam for graduate school

Required Supporting and Other GE Courses (42 units)

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

Proposed Course of Study for the Technology Emphasis:

Freshman Year (29-30 units)

PHYS	106	Applied Physics and Modern Society (3)
MATH	150*	Calculus I (4)
MATH	151	Calculus II (4)
COMP	150*	Object–Oriented Programming (4) (***or*** COMP 105* Computer Programming Intro 3)
		American Institutions Requirement (6)
		Other GE (9)

Sophomore Year (29 units)

PHYS	200*	Gen Physics I (4)
PHYS	201	Gen Physics II (4)
MATH	230*	Logic and Mathematical Reasoning (3)
MATH	240	Linear Algebra (3)
MATH	250	Calculus III (3)
		Other GE (12)

Junior Year (32 units)

PHYS	304	Electromagnetism (4)
PHYS	306	Modern Physics (3)
PHYS	310	Electronics (4)
PHYS	335*	Physics of Music (PAMU) (3)
PHYS	338*	Science and Conscience (ENGL) (3)
PHYS	345	Digital Image Processing (COMP/MATH) (3)

University Elective 6
UDIGE 3
Other GE 3

Senior Year (29-30 units)

PHYS	406	Solid State Physics (3)
PHYS	434*	Intro to Biomedical Imaging (BIOL/HLTH) (4)
PHYS	448	Team-Based Research (3)
PHYS	492, 494 ***or*** 497	(3)
PHYS	499	Senior Colloquium (1)
MATH	350	Differential Equations (3)

Applied Physics Elective 9-10
University Electives 3

** May be double-counted toward GE Requirements*

Requirements for the Bachelor of Science Degree in Applied Physics with an Emphasis in Physical Sciences (120 units)

Lower Division Requirements (32-33 units)

PHYS	106	Applied Physics and Modern Society (3)
PHYS	200*	General Physics I (4)
PHYS	201	General Physics II (4)
MATH	150*	Calculus I (4)
MATH	151	Calculus II (4)
CHEM	105	Introduction to Chemistry (3)

Select either:

PHYS	208	Physics of Art and Visual Perception (ART) (3) ***or***
PHSC	170	Foundations in Physical Science (4) (required for teachers)

Select either:

BIOL	100*	Exploring the Living World (4) or
BIOL	170*	Foundations of Life Science (4) (required for teachers)

Select either:

COMP	102*	Web Development (3) ***or***
COMP	105*	Introduction to Computer Science (3)

** May be double-counted toward GE Requirements*

Upper Division Requirements (30 units)

PHYS	304	Electromagnetism (4)
PHYS	306	Modern Physics (3)
PHYS	335*	Physics of Music (PAMU) (3)
PHYS	338*	Science and Conscience (ENGL) (3)
PHYS	344	Energy and Society (3)
PHYS	434*	Introduction to Biomedical Imaging (BIOL/HLTH) (4)
PHYS	448	Team-Based Research (3)
PHYS	499	Senior Colloquium (1)
MGT	325	Entrepreneurial Management (3)

Select <u>three</u> units taken from the following (any combination)

PHYS	492	Internship (3) (required for teachers)
PHYS	494	Independent Research (1-3)
PHYS	497	Directed Studies (1-3)

** May be double-counted toward GE Requirements*

Electives in the Major (15-16 units)

Chosen with advisor's approval

PHYS	310	Electronics (4)
PHYS	345	Digital Image Processing (COMP/MATH) (3)
PHYS	436	Physics of the Performing Arts (PA) (3)
PHYS	445	Image Analysis and Pattern Recognition (COMP/MATH) (3)
PHYS	464	Medical Instrumentation (4)
PHYS	490	Topics in Applied Physics (3)
PHYS	492	Internship (3) (if not taken as a required course)
PHYS	494†	Independent Research (1-3)
PHYS	497†	Directed Studies (1-3)
EDUC	330†	Teaching in Secondary Schools (3)
MATH	240	Linear Algebra (3)
MATH	250	Calculus III (3)
MATH	350	Differential Equations and Dynamical Systems (3)
MATH	352	Probability and Statistics (3)
MATH	448	Scientific Computing (3)
MATH	450	Partial Differential Equations and Mathematical Physics (3)
MATH	451	Complex Analysis (3)

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

† *Recommended for Teachers*

Required Supporting and Other GE Courses (42 units)

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

Proposed Course of Study for the Physical Sciences Emphasis:

Freshman Year (30 units)

PHYS	106	Applied Physics and Modern Society (3)
MATH	150*	Calculus I (4)
MATH	151	Calculus II (4)
CHEM	105	Introduction To Chemistry (3)
BIOL	100*	Exploring the Living World (4) (***or*** BIOL 170* Foundations of Life Science 4)

American Institutions Requirements (6)
Other GE *(Including ENGL 105)* (6)

Sophomore Year (29-30 units)

PHYS	200*	General Physics I (4)
PHYS	201	General Physics II (4)
COMP	105*	Computer Programming Intro (3) (***or*** COMP 102* Web Development (3)
PHYS	208	Physics of Art and Visual Perception (ART) (3) (***or*** PHSC 170 Foundations in Physical Sciences 4)

Other GE (15)

Junior Year (31-32 units)

PHYS	304	Electromagnetism (4)
PHYS	335*	Physics of Music (PAMU) (3)
PHYS	338*	Science and Conscience (ENGL) (3)
PHYS	344	Energy and Society (CHEM) (3)
MGT	325	Entrepreneurial Management (3)

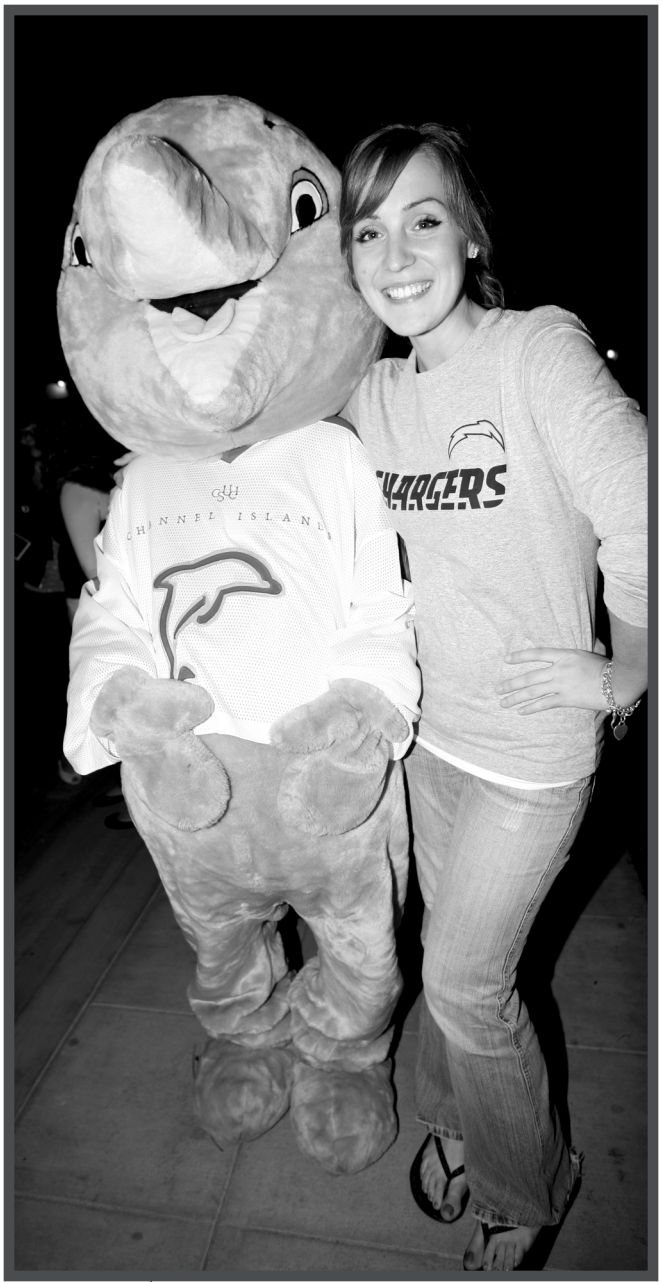
Applied Physics Electives 6-7
University Electives 6
UDIGE 3

Senior Year (29 units)

PHYS	306	Modern Physics (3)
PHYS	434*	Intro to Biomedical Imaging (BIOL/HLTH) (4)
PHYS	448	Team-Based Research (3)
PHYS	492, 494 or 497 (3)	
PHYS	499	Senior Colloquium (1)
Applied Physics Electives		9
University Electives		3
Other GE		3

** May be double-counted toward GE Requirements*

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



Requirements for the Minor in Applied Physics (25 units)

Applied physics focuses on the hi-tech applications of physics, and on developing technological skills. It applies a thorough analytic understanding of the principles to the complexities of real applications at the frontiers of science and technology, e.g. in imaging and computer vision, electronic instrumentation, and biomedical engineering. The Applied Physics Minor will equip you with the solid cross-disciplinary background that is highly valued by industry and academia.

Careers

The program gives you the opportunity to explore selected area(s) in greater depth, thus providing you with the depth and flexibility to explore a wide variety of career opportunities, including graduate study, medical school, teaching, imaging science, instrumentation, investments and technical management.

Faculty

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Lower Division Requirements (12 units)

MATH	150	Calculus I (4)
PHYS	200	General Physics I (4)
PHYS	201	General Physics II (4)

Upper Division Requirements (30 units)

1. Applied Physics (10-11 units)

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

Select either:

PHYS	445	Image Analysis and Pattern Recognition (MATH/COMP) (3) ***or***
PHYS	464	Medical Instrumentation (BIOL) (4)

2. Applied Physics Electives (2-3 units)

Choose from:

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

ART

Programs Offered

- Bachelor of Arts Degree in Art
  - Option in Studio Art
  - Option in Art History
- Minor in Art
- Minor in Computer Game Design
- Certificate in Digital Media Art

The Art Major focuses on interdisciplinary studies in fine art, digital art technology, graphic design and art history, emphasizing an innovative approach to artistic process, technique and problem solving through the integration of traditional media and digital technologies. Courses in studio art, art history and interdisciplinary studies focus on developing a solid artistic foundation, leading to advanced work in art media and theory. The studio art option provides in-depth study in the areas of two-dimensional art, three-dimensional art, digital media art, and communication design technology. The art history option provides in-depth study in the history of art and interdisciplinary topics.

The Art program is designed for students who wish to pursue:

- A Bachelor of Arts Degree in Art,
- A Minor in Art,
- A Certificate in Digital Media Art,
- A Liberal Studies Concentration in Art,
- Preparation for graduate study, and
- Preparation for professional and academic fields in the Arts.

Careers

Students prepare for a wide range of opportunities in today's professional and academic fields. Careers include visual arts positions in fine art, graphic design, Web design, multimedia, computer graphics, computer animation, digital photography, video art, digital filmmaking, visual effects, galleries, museums, teaching and numerous other professions in the arts.

Program Learning Outcomes

Students graduating from the Art program will be able to:

- Demonstrate methods of critical analysis through the analysis, interpretation, and evaluation of works of art;
- Demonstrate informed understanding and appreciation of the role of art in contemporary society as well as throughout history;
- Create and express personal ideas and opinions through artwork in response to diverse range of global events;
- Explore the integration of traditional art techniques and materials with emerging art technologies;
- Develop communication skills needed to articulate their conscious artistic intentions, and express coherent aesthetics;
- Demonstrate familiarity with high-tech tools while working with emerging digital art technologies;
- Demonstrate their preparation for professional artistic practice through the refinement of artistic concept, narrative and technique;
- Complete in-depth work in specific media and demonstrate advanced competency in artistic production; and
- Analyze a diverse range of career opportunities in their selected artistic discipline.

Faculty

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Requirements for the Bachelor of Arts in Art (120 units)

Lower Division Requirements (24 units)

Art majors are required to complete a minimum of twenty-four units of lower division Art courses in preparation for upper division studies in the major.

Studio Fundamentals (12 units)

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

Art History (6 units)

Select two courses from the following:

ART	110	Prehistoric Art to the Middle Ages (3)
ART	111	Renaissance to Modern Art (3)
ART	112	Arts of the Eastern World (3)

Studio Electives (6 units)

In selecting lower division studio elective courses (100 and 200 level), students are encouraged to enroll in courses that satisfy prerequisites for upper division study in specific areas. Transfer students may substitute CSU transferable lower division studio art, graphic design and multimedia courses subject to the approval of the CSUCI art program.

Select a minimum of two courses from the following:

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

Upper Division Requirements (33 units)

Upper division Art majors are required to select an option within the major and complete a minimum of thirty-three units of upper division Art courses.

Studio Art Option

Upper Division Art Studio Courses . . . . . 8 units
Upper Division Art History & Interdisciplinary Art Courses . . . . . 6 units
Professional Preparation Courses. . . . . 9 units

Art History Option

Upper Division Art History & Interdisciplinary Art Courses. . . . . 18 units
Upper Division Art Studio Courses . . . . . 6 units
Professional Preparation Courses. . . . . 9 units

Upper Division Studio Art Courses

Students are encouraged to pursue an integrated approach in the exploration of media and artistic processes by integrating traditional methods of art production with digital technologies in at least two areas of study. Assignments incorporate projects created with basic art materials working in conjunction with digital art technologies that lead toward development of artistic skills and computer literacy (six hours studio/lab activity per week). All ART majors are required to select a minimum of two (6 units) of the following courses: ART 310, 311, 312, 313, 314, 315, 316, 317. Upon completion of these courses, ART Majors in the Studio Art Option are required to select an additional four courses (12 units) of upper division 300/400 level studio art courses.

Select a minimum of two courses from the following:

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

Upon completion of prerequisites, select additional studio art courses from at least two areas of study. Assignments focus on the development of artistic concepts and theories, visual continuity and increased competency in media and applied techniques that result in the creation of individual art projects (six hours studio/lab activity per week - 3 unit courses, repeatable one time for additional credit).

ART	320	Two Dimensional Art: Painting Theory and Process (3)
ART	321	Three-Dimensional Art: Sculpture Theory and Process (3)
ART	322	Digital Media Art: Time-Based Graphics and Visual Effects (3)
ART	323	Communication Design Technology: Packaging and Pre-Press (3)
ART	324	Communication Design Technology: Web Design (3)
ART	325	Digital Media Art: Digital Filmmaking (3)
ART	326	Digital Media Art: 3D Computer Animation: (3)
ART	327	Communication Design Technology: Multimedia Theory and Process (3)
ART	328	Digital Media Art: Photographic Theory and Process (3)
ART	329	Three-Dimensional Art: Ceramic Theory and Process (3)

Advanced artistic problems courses provide students with the opportunity to continue in-depth investigations working in selected media, leading to the development of sound artistic concepts and proficiency in advanced artistic processes.

Continued exploration into the integration of media and technologies lead students to the development of a congruent body of work. (Creation and presentation of a professional portfolio is a required component of the course work (six hours studio/lab activity per week - 3 units courses, repeatable one time for additional credit).

ART	420	Advanced Artistic Problems: Two-Dimensional Art (3)
ART	421	Advanced Artistic Problems: Three Dimensional Art (3)
ART	422	Advanced Artistic Problems: Digital Media Art (3)
ART	423	Advanced Artistic Problems: Communication Design Technology (3)

Art History and Interdisciplinary Art Courses

Upper division Art History & Interdisciplinary courses focus on the History of Art and Art Theory. Interdisciplinary Art courses integrate academic study of Art with related content from other disciplines. All Art Majors are required to select a minimum of two (6 units) of Art History-Interdisciplinary Art courses. Art Majors in the Art History Option are required to select an additional four courses (12 units) of upper division 300/400 level Art History-Interdisciplinary Art courses from the list below.

Select a minimum of two courses from the following:

ART	330	Critical Thinking in a Visual World (3)
ART	331	Art, Society and Mass Media (COMM) (3)
ART	332	Multicultural Art Movements (3)
ART	333	History of Southern California Chicana/o Art (HIST) (3)
ART	334	The Business of Art (BUS) (3)
ART	337	Art as Film and Film as Art (3)
ART	338	Psychology of Art and Artists (PSY) (3)
ART	351	The Baroque Eye: Art, Culture, Money, Power (3)
ART	352	Visual Canons of the Ancient World (3)
ART	353	Medieval World: Spirituality and Representation (3)
ART	431	European Renaissance Literature & Art (ENGL) (3)
ART	433	Women in the Arts (3)
ART	434	The Museum: Culture, Business, Education (BUS/EDUC) (3)
ART	435	Postmodern Visual Culture (3)
ART	436	Modern Art (3)
ART	451	Diversity in the Visual Arts (3)

Professional Preparation Courses (9 units)

Upper division Professional Preparation courses provide students with an understanding of current issues in the arts, application of specialized studio work, field activities and service learning.

ART	489	Arts Seminar (3)
ART	490	Special Topics in Art (3)
ART	499	Arts Capstone Project (3)



Art Electives

Upper Division Art elective courses may fulfill up to six units of upper division Studio Art or Art History requirements. Portfolio review required. Restricted enrollment courses.

ART	492	Internship in the Arts (1-3)
ART	494	Directed Independent Study (1-3)

Total Units for the B.A. Degree in Art (120 units)

Art Courses	57
General Education Courses	48
American Institutions Requirement Courses	6
University Elective Courses	9

Requirements for the Minor in Art (24 units)

The Art minor provides non-majors with the opportunity to explore artistic media, techniques and basic art concepts. Coursework includes aspects of art appreciation, aesthetics, art history and studio experience. Students seeking a minor in Art are required to complete a minimum of twenty-four units of Art courses.

Lower Division Required Courses (12 units)

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

Select <u>one</u> additional course from the following:

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

Studio Art Courses (6 units)

Select a minimum of <u>two</u> courses from the following:

ART	201	Painting (3)
ART	202	Sculpture (3)
ART	203	Illustration (3)
ART	204	Graphic Design (3)
ART	205	Multimedia (3)
ART	206	Animation (3)
ART	207	Ceramics (3)
ART	310	Two-Dimensional Art: Painting Media and Techniques (3)
ART	311	Three-Dimensional Art: Sculpture Media and Techniques (3)
ART	312	Digital Media Art: Time-Based Imaging and Compositing (3)
ART	313	Communication Design Technology: Graphic Design for Print Media (3)
ART	314	Digital Media Art: Digital Photography (3)
ART	315	Animation Media and Techniques (3)
ART	316	Digital Illustration and Painting (3)
ART	317	Video Game Production (3)

Art History and Interdisciplinary Art Courses (6 units)

Select a minimum of <u>two</u> courses from the following:

ART	330	Critical Thinking in a Visual World (3)
ART	331	Art, Society and Mass Media (COMM) (3)
ART	332	Multicultural Art Movements (3)
ART	333	History of Southern California Chicana/o Art (HIST) (3)
ART	334	The Business of Art (BUS) (3)
ART	337	Art as Film and Film as Art (3)
ART	338	Psychology of Art and Artists (PSY) (3)
ART	351	The Baroque Eye: Art, Culture, Money, Power (3)
ART	352	Visual Canons of the Ancient World (3)
ART	353	Medieval World: Spirituality and Representation (3)
ART	431	European Renaissance Literature & Art (ENGL) (3)
ART	433	Women in the Arts (3)
ART	434	The Museum: Culture, Business, Education (BUS/EDUC) (3)
ART	435	Postmodern Visual Culture (3)
ART	436	Modern Art (3)
ART	451	Diversity in the Visual Arts (3)

Requirements for Certificate in Digital Media Art (18 units)

The certificate program in Digital Media Art is designed to prepare individuals for an entry-level career working in the expanding field of Digital Media Art. Courses specifically focusing on multimedia, digital design for print media, Web design, digital photography, motion graphics, and visual effects for film/video and computer animation lead to an in-depth understanding and technical proficiency working in computer-based media.

Required Courses

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

Select <u>one</u> additional course from the following:

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

ASIAN-PACIFIC STUDIES

Program Offered

- Minor in Asian-Pacific Studies

The minor in Asian-Pacific Studies gives students exposure to the cultures, histories, literatures, philosophies, politics and psychologies related to the study of the Asian-Pacific region. The minor in Asian- Pacific Studies is appropriate for students interested in understanding the diverse perspectives and influences, traditional and modern, emanating from this part of the world.

Faculty Coordinator

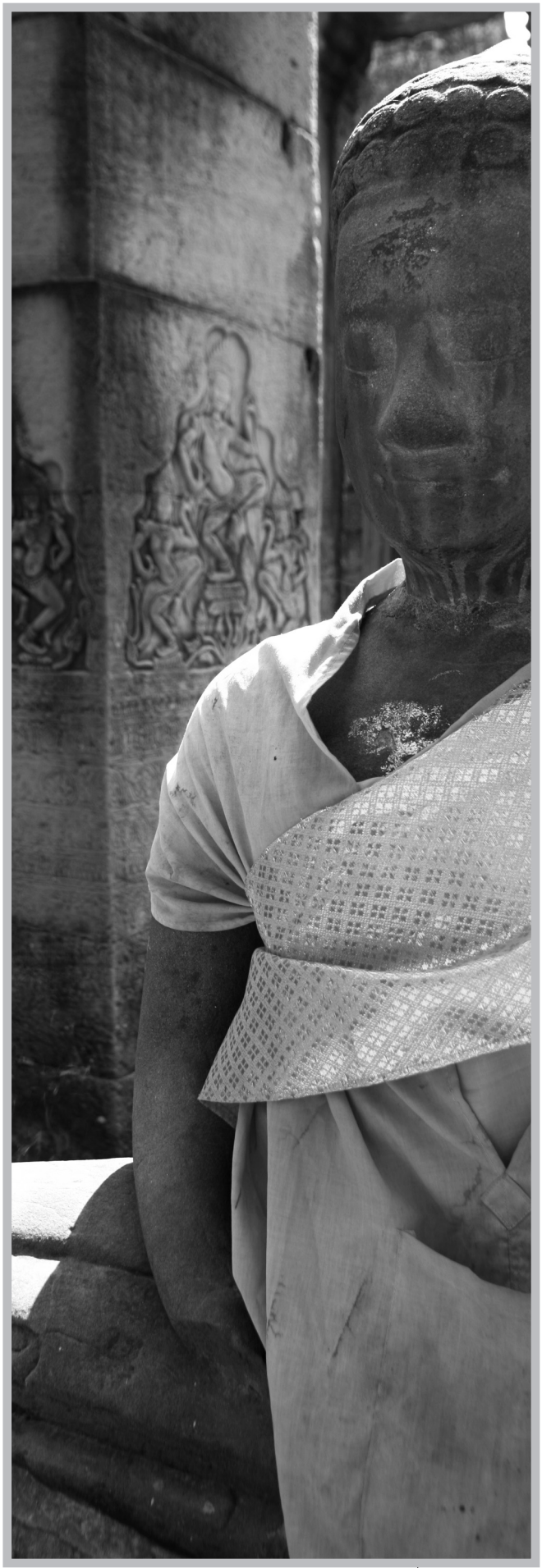
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Professor of Psychology
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Requirements for the Minor in Asian-Pacific Studies (18 units)

Eighteen units from the following list (also includes Lower Division courses):

ART	112	Arts of the Eastern World (3)
ENGL	452	Asian/Asian American Literature (3)
HIST	380	History of the Pacific Islands (3)
HIST	391	Traditional China (3)
HIST	392	Modern China (3)
HIST	393	Contemporary China (3)
HIST	394	Traditional Japan (3)
HIST	395	Modern Japan (3)
HIST	396	East Asia: Then and Now (3)
PHED	102	Traditional Asian Martial Arts: Tai Ji *(repeatable) (1)*
PSY	344	Psychology and Traditional Asian Thought (3)
PSY	436	Psychology and History of East Asian Warrior Cultures (HIST) (3)

(Other courses may be used to satisfy the requirements on approval of the Faculty Coordinator.)



BIOLOGY

Programs Offered

- Bachelor of Science in Biology
- Bachelor of Science in Biology with an Emphasis in Biotechnology
- Bachelor of Science in Biology with an Emphasis in Cell and Molecular Biology
- Bachelor of Science in Biology with an Emphasis in Clinical Laboratory Science
- Bachelor of Science in Biology with an Emphasis in Ecology, Evolution and Organismal Biology
- Bachelor of Science in Biology with an Emphasis in Medical Imaging
- Bachelor of Arts in Biology with an Emphasis in Ecology, Evolution and Organismal Biology
- Bachelor of Arts in Biology with an Emphasis in General Biology
- Bachelor of Arts in Biology with an Emphasis in Pre-Professional Studies
- Bachelor of Arts in Biology with an Emphasis in Subject Matter Preparation in Teaching Biology (Pending CCTC approval)
- Master of Science in Biotechnology and Bioinformatics
- Master of Science in Biotechnology and Master of Business Administration (Dual Degree)
- Minor in Biology
- Certificate in Biotechnology
- Honors in Biology

Program Description

Biology is the study of life, its origins, diversity and intricacies. It emphasizes the relationship between structure and function in living systems and the processes, by which organisms grow, reproduce and interact with each other and their environment. The discipline is dynamic and rapidly advancing, particularly in the areas of biotechnology and information technology. The Biology Program provides its undergraduate and graduate students with a strong theoretical foundation in biology, combined with extensive hands-on laboratory experiences using state-of-the-art technology. Students take a series of core courses augmented by electives selected from areas of special interest.

Careers

The Bachelor of Science in Biology is designed for students who wish to enter medical, dental or other health professional or graduate schools, or to seek careers in business, industry or government.

The Bachelor of Science in Biology with an Emphasis in Biotechnology enables students to make a smooth transition from academia to biotechnology industry by understanding the concepts of basic and applied biotechnology. This program allows students to have numerous career avenues and the groundwork for graduate study.

The Bachelor of Science in Biology with an Emphasis in Cell and Molecular Biology offers students an opportunity to study the exciting developments in genetics, molecular biology, cloning, biotechnology and bioinformatics. This program leads to careers in medical sciences, biotechnology, pharmaceuticals, research and development, intellectual property and patent law.

Bachelor of Science in Biology with an Emphasis in Clinical Laboratory Science prepares students for further clinical training and California License Exam in Clinical Laboratory Science or for training and certification in Public Health Microbiology.

The Bachelor of Science in Biology with an Emphasis in Ecology, Evolution and Organismal Biology allows students to explore biodiversity at multiple levels of organization, from molecules to the biosphere. Students will gain an understanding of the complex interactions among organisms and between organisms and their physical environments. The emphasis prepares students for environmental studies conservation, research, or education. It also provides preparation for graduate study in biology.

The Bachelor of Science in Biology with an Emphasis in Medical Imaging prepares students for graduate or professional study in the medical sciences (medical imaging, medical physics, health physics, dosimetry, nuclear medicine, radiotherapy, oncology, biomedical engineering), or for entry into professional positions in the clinical environment and in medical imaging research and development.

The Bachelor of Arts degree is designed to obtain a general background in both the concepts and the technical skills of modern biology. Students completing the Bachelor of Arts major will find that their strong general background will allow them flexibility in both completing minor fields of study and career choices. The degree prepares graduates for careers in medical and other health professions (Emphasis in Pre-Professional Studies), science education (Emphasis in Subject Matter Preparation in Teaching Biology), industry or government (Emphasis in General Biology).

Biology as a discipline has been rapidly advancing in the last decade. With the information derived from the sequencing of the genomes of many organisms, it will have far-reaching impacts on the environment, public health, and on local, regional, and global economies. The Biology Minor allows students in majors other than biology to gain an understanding of these exciting developments. It will provide a solid background in biology and the opportunity to explore selected area(s) at a greater depth. Equipped with a minor in biology, students with a major in other disciplines will have a greater understanding and knowledge of the latest advances in many areas of biology and will therefore be more versatile in their career paths. The requirement for a Minor in Biology is 21 units.

The Certificate in Biotechnology will provide students with advanced knowledge and skills in modern biotechnology that will lead to careers in biotechnology as well as pharmaceutical industries.

Program Learning Outcomes

Students graduating from the Biology program will be able to:

- Explain the basic structures and fundamental processes of life at molecular, cellular and organismal levels;
- Identify the evolutionary processes that lead to adaptation and biological diversity;
- Describe the relationship between life forms and their environment and ecosystems;
- Collect, organize, analyze, interpret and present quantitative and qualitative data and incorporate them into the broader context of biological knowledge;
- Effectively apply current technology and scientific methodologies for problem solving;
- Find, select and evaluate various types of scientific information including primary research articles, mass media sources and world-wide web information; and
- Communicate effectively in written and oral forms.

Requirements for Honors in Biology

Candidacy for honors in biology is voluntary. To be eligible, a student must fulfill the following requirements:

1. Achieve a minimum grade point average of 3.5 for all courses satisfying the requirements for the major as defined above;
2. Take at least seven courses in the major at this university;
3. Satisfactorily complete a Service Learning course from BIOL 492, 494 or 497;
4. Satisfactorily complete a Senior Capstone course.

Application for candidacy must be made at the beginning of the senior year. Approval of candidacy and of the Service Learning project and project advisor rests with the Biology Program. The project advisor will have the sole responsibility for acceptance of the completed project.

The Biology Program may grant honors to exceptional students who have not met the above requirements, but who have in the judgment of the Program brought distinction upon themselves and the Program in some other significant and appropriate manner.

Faculty

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

Requirements for the Bachelor of Science Degree in Biology (120 units)

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

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

For Bachelor of Science in Biology

Upper Division Requirements in the Major (39 units)

1. Required Biology Courses (25 units)

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

2. Electives in Biology (14 units)

Select a minimum of 14 units of biology courses from 300 and 400 levels, one of which must be a lab course. (Biology courses numbered from 326 to 345 are counted toward GE credits only and they are not counted towards the 14 units of electives).

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

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

Required Supporting and Other GE Courses (73 units)

1. Chemistry (16 units)

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

A year-long organic chemistry sequence with laboratory taken at a community college may be accepted for the Biology major in lieu of CHEM 311, 312, 314, 315

2. Physics (8 units)

Select <u>one</u> of the following combinations:

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

3. Statistics and Mathematics (7 units)

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

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

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

5. American Institutions Requirement (6 units)

*Courses with * are double-counted toward GE credits.*

For Emphasis in Biotechnology

Upper Division Requirements in the Major (49 units)

1. Required Biology Courses (37 units)

BIOL 300 Cell Biology (4)
BIOL 301 Microbiology (4)
BIOL 302 Genetics (4)
BIOL 400 Molecular Biology (4)
BIOL 401 Biotechnology and Recombinant DNA Techniques (5)
BIOL 404 Plant and Animal Tissue Culture (3)
BIOL 405 Biochemical Engineering (4)
BIOL 420 Cellular & Molecular Immunology (4)
BIOL 492 Internship (2-3)
BIOL 499 Senior Capstone in Biology (3)

2. Electives in Biology and Physics (12 units)

Select from the following list of courses:

BIOL 315 Introduction to Biophysics (PHYS) (4)
BIOL 403 Foundations of Structural Biology (4)
BIOL 408 Nanobiotechnology (3)
BIOL 421 Virology (3)
BIOL 422 Molecular Plant Physiology (4)
BIOL 423 Cellular & Molecular Neurobiology (3)
BIOL 424 Human Physiology (3)
BIOL 425 Human Genetics (3)
BIOL 426 Hematology (4)
BIOL 428 Biology of Cancer (3)
BIOL 431* Bioinformatics, GE-B2, B4, UDID (4)
MGT 471 Project Management (3)
BIOL 503 Biotechnology Law and Regulation (3)

Required Supporting and Other GE Courses (63 units)

1. Chemistry (14 units)

CHEM 121* General Chemistry I, GE-B1 (4)
CHEM 122 General Chemistry II, GE-B1 (4)
CHEM 311 Organic Chemistry I (3)
CHEM 318 Biological Chemistry (3)

An organic chemistry taken at a community college may be accepted for the Biology major in lieu of CHEM 311

2. Statistics, Mathematics and Computer Applications (7 units)

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

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

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

4. American Institutions Requirement (6 units)

*Courses with * are double-counted toward GE credits.*

For Emphasis in Cell and Molecular Biology

Upper Division Requirements in the Major (40 units)

1. Required Biology Courses (31 units)

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

2. Electives in Biology (9 units)

Select from the following list of courses:

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

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

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

Required Supporting and Other GE Courses (72 units)

1. Chemistry (minimum 15 units)

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

Select either:

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

A year-long organic chemistry sequence with laboratory taken at a community college may be accepted for the Biology major in lieu of CHEM 311, 312, 314, 315

2. Physics (8 units)

Select one of the following combinations:

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

3. Statistics and Mathematics (7 units)

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

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

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

5. American Institutions Requirement (6 units)

*Courses with * are double-counted toward GE credits.*

For Emphasis in Clinical Laboratory Science

Additional Requirements in the Major (41 - 43 units)

1. Required Biology Courses (37 units)

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

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

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

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

Required Supporting and Other GE Courses (69-71 units)

1. Chemistry (19-20 units)

CHEM 121* General Chemistry I, GE-B1 (4)
CHEM 122 General Chemistry II GE-B1 (4)
CHEM 250 Quantitative Analysis (2)
CHEM 251 Quantitative Analysis Laboratory (2)
CHEM 311 Organic Chemistry I (3)
CHEM 312 Organic Chemistry I Laboratory (1)
and
CHEM 318 Biological Chemistry (3)
or
CHEM 460 Biochemistry I (4)

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

2. Physics (8 units)

PHYS	100	Introduction to Physics I, GE-B1 (4)
PHYS	101	Introduction to Physics II, GE-B1 (4)

3. Statistics and Mathematics (3-4 units)

Select one of the following combinations:

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

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

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

5. American Institutions Requirement (6 units)

*Courses with * are double-counted toward GE credits.*

For Emphasis in Ecology, Evolution and Organismal Biology

Upper Division Requirements in the Major (42-44 units)

1. Required Core Courses (26 units)

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

Select one of the following courses:

BIOL	310	Vertebrate Biology (4)
BIOL	316	Invertebrate Zoology (4)

2. Ecology/Evolution (6-7 units)

Select two courses from the following list:

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

3. Organismal Biology (4 units)

Select one course from the following list:

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

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

Select one course from the following list:

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

5. Cross-Disciplinary (3-4 units)

Select one course from the following list:

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

Required Supporting and Other GE Courses (63 units)

1. Required Supporting Courses (21 units)

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

An organic chemistry taken at a community college may be accepted for the Biology major in lieu of CHEM 311

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

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

3. American Institutions Requirement (6 units)

Electives in Any Discipline (4-7 units)

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

*Courses with * are double-counted toward GE credits.*

For Emphasis in Medical Imaging

Additional Lower Division Requirements in the Major (8 units)

BIOL	210	Human Anatomy and Physiology I (4)
BIOL	211	Human Anatomy and Physiology II (4)

Upper Division Requirements in the Major (38 units)

1. Required Biology and Physics Courses (30 units)

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

2. Electives in Biology and Physics (8 units)

Select from the following list of courses:

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

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

PHYS	492	Physics Internship (3)
BIOL	494	Independent Research (1-3)
or		
PHYS	494	Independent Research (1-3)
BIOL	497	Directed Study (1-3)
or		
PHYS	497	Directed Study (1-3)

Required Supporting and Other GE Courses (66 units)

1. Chemistry (15 units)

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

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

2. Mathematics (4 units)

MATH	150*	Calculus I, GE-B3 (4)

3. Physics (8 units)

Select one of the following combinations:

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

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

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

5. American Institutions Requirement (6 units)

*Courses with * are double-counted toward GE credits.*

Requirements for the Bachelor of Arts Degree in Biology (120 units)

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

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

For Emphasis in Ecology, Evolution and Organismal Biology

Upper Division Requirements in the Major (36-38 units)

1. Required Biology Core Courses (26 units)

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

Select one of the following courses:

BIOL	310	Vertebrate Biology (4)
BIOL	316	Invertebrate Zoology (4)

2. Ecology/Evolution (3-4 units)

Select one course from the following list:

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

3. Organismal Biology (4 units)

Select one course from the following list:

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

4. Psychology/Developmental/Molecular Biology 3-4 units)

Select one course from the following list:

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

Required Supporting and Other GE Courses (56 units)

1. Required Supporting Courses (14 units)

CHEM	121*	General Chemistry I, GE-B1 (4)
CHEM	122	General Chemistry II, GE-B2 (4)
GEOL	122*	Historical Geology, GE-B1 (3)
BIOL	203*	Quantitative Methods for Biology, GE-B3, B4 (3)

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

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

3. American Institutions Requirement (6 units)

Electives in Any Discipline (18-20 units)

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

*Courses with * are double-counted toward GE credits.*

For Emphasis in General Biology

Upper Division Requirements in the Major (37 units)

1. Required Biology Courses (25 units)

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

2. Electives in Biology (12 units)

Select a minimum of 12 units of biology courses from 300 and 400 levels, one of which must be a lab course. (Biology courses numbered from 326 to 345 are counted toward GE credits only and they are not counted towards the 12 units of electives).

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

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

Required Supporting and Other GE Courses (53-54 units)

1. Chemistry (8 units)

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

2. Mathematics and Statistics (3-4 units)

Select one of the following:

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

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

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

4. American Institutions Requirements (6 units)

Electives in Any Discipline (21-22 units)

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

*Courses with * are double-counted toward GE credits.*

For Emphasis in Pre-Professional Studies

Upper Division Requirements in the Major (32 units)

1. Required Biology Courses (21-22 units)

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

Select one of the following:

BIOL	303	Evolutionary Biology (3)
BIOL	433*	Ecology and the Environment, GE-B2, UDID (4)

2. Electives in Biology (10-11 units)

Select a minimum of 10-11 units of Biology courses from 300 and 400 levels, one of which be a lab course. (Biology courses numbered from 326 to 345 are counted toward GE credits only and they are not counted towards the 10-11 units of electives)

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

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

Required Supporting and Other GE Courses (69-70 units)

1. Chemistry (16 units)

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

A year-long organic chemistry sequence with laboratory taken at a community college may be accepted for the Biology major in lieu of CHEM 311, 312, 314, 315

2. Mathematics and Statistics (3-4 units)

Select one of the following:

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

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

3. Physics (8 units)

PHYS	100	Introduction to Physics I, GE-B1 (4)
PHYS	101	Introduction to Physics II, GE-B1 (4)

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

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

5. American Institutions Requirements (6 units)

Electives in Any Discipline (10-11 units)

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

*Courses with * are double-counted toward GE credits.*

For Emphasis in Subject Matter Preparation in Teaching Biology (Pending CCTC Approval)

Upper Division Requirements in the Major (36 units)

1. Required Biology Courses (24 units)

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

2. Electives in Biology (12 units)

Select a minimum of 12 units of biology courses from 300 and 400 levels, one of which must be a lab course. (Biology courses numbered from 326 to 345, with the exception of BIOL 335 for this emphasis are counted toward GE credits only and they are not counted towards the 12 units of electives).

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

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

Required Supporting and Other GE Courses (76 units)

1. Required Education Course (3 units)

EDUC	330*	Introduction to Secondary Schooling, GE-D, UDID (3)

2. Mathematics and Statistics (7 units)

Select either:

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

3. Physical Sciences (24 units)

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

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

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

5. American Institutions Requirements (6 units)

*Courses with * are double-counted toward GE credits.*

Requirements for the Master of Science Degree in Biotechnology & Bioinformatics (33-34 units)

Program Description

The Master of Science in Biotechnology and Bioinformatics is a professional degree program designed to meet the needs of biotechnology industry and related public and private agencies and organizations. The program combines rigorous scientific training in interdisciplinary areas in biotechnology and bioinformatics with course work and experience in business management and regulatory affairs. The program includes a set of core courses with two emphases to choose from: biotechnology and bioinformatics, and several elective courses.

Biotechnology is centered in the laboratory and employs sophisticated molecular biology techniques for applications in human and animal health, agriculture, environment, and specialty biochemical manufacturing. In the next century, the major driving force for biotechnology will be the strategic use of the data derived from large-scale genome sequencing projects. Bioinformatics turns raw data from genome sequencing and new experimental methodologies such as microarrays and proteomics into useful and accessible information about gene function, protein structure, molecular evolution, drug targets and disease mechanisms using computational analyses, statistics, and pattern recognition. Our approach also includes team projects drawn from biotechnology industries to focus on real-world problems and applications of biological and computational sciences and to inculcate interpersonal as well as problem-solving skills using multiple perspectives.

Graduates from this program will develop analytical, managerial and interpersonal skills along with sophisticated expertise in biotechnology and bioinformatics. They will be ready to make immediate contributions to scientific research and development, management in biotechnological, biomedical and pharmaceutical industries, biotechnology law and regulations, governmental or environmental agencies, research institutes, consulting firms, research and clinical laboratories, private and public health organizations, or education.

Admission Requirements

1. Applicants must have a BS/BA degree in Biology, Computer Science, Chemistry, Biochemistry, or Mathematics. Alternatively, applicants with a BA/BS degree in any field and equivalent work experiences in one of the above fields may be granted conditional admission, and they must fulfill all conditional requirements before they can be fully classified.
2. Applicants seeking admission to the professional MS in Biotechnology and Bioinformatics program must be officially accepted into the CSUCI academic program.
3. Applicants must declare themselves as graduate students in the professional MS degree program in Biotechnology and Bioinformatics.
4. Applicants will be evaluated by the program admissions committee which will consider the applicants in the context of the total applicant pool using our general admission standards. The following materials are required for our evaluation and admission process:
   - Applicants must submit their transcript from their undergraduate institution, Graduate Record Examinations (GRE) General Test scores or the Medical College Admission Test (MCAT) scores.
   - Applicants who have received their undergraduate degrees from a university where English is not the language of instruction, or have studied fewer than two years at a university where instruction is in English, must submit their Test of English as a Foreign Language (TOEFL) scores for evaluation.
   - Applicants must submit a one page "Statement of Purpose" and two letters of recommendations from people able to judge the applicant's capacity

Degree Requirements
Common Core Courses (16 units)

BINF	500	DNA & Protein Sequence Analysis (3)
BIOL	502	Techniques in Genomics & Proteomics (2)
BIOL	503	Biotechnology Law and Regulation (3)
MGT	471	Project Management (3)
BIOL	600	Team Project (4)
BIOL	601	Seminar Series in Biotechnology and Bioinformatics (1)

For Biotechnology Emphasis (17 units)

1. Required Courses (7 units)

BIOL	504	Molecular Cell Biology (3)
BIOL	505	Molecular Structure (4)

2. Electives (10 Units)

A minimum of ten courses chosen from the following the following courses and/or from the elective courses under the Bioinformatics Emphasis:

BIOL	506	Molecular Evolution (4)
BIOL	507	Pharmacogenomics and Pharmacoproteomics (3)
BIOL	508	Advanced Immunology (4)
BIOL	509	Plant Biotechnology (4)
BIOL	510	Tissue Culture Techniques and Stem Cell Technology (3)
MGT	421	Human Resource Management (3)
BIOL	490	Special Topics (1-3)

For Bioinformatics Emphasis (18 units)

1. Required Courses (12 units)

BINF	510	Database Systems for Bioinformatics (3)
BINF	511	Computational Genomics (3)
BINF	513	Programming for Bioinformatics (3)

2. Electives (6 Units)

A minimum of two courses chosen from the following and/or from the elective courses under the Biotechnology Emphasis, with at least one course in the BINF category:

BINF	512	Algorithms for Bioinformatics (3)
BINF	514	Statistical Methods in Computational Biology (3)
BIOL	490	Special Topics (1-3)
COMP	445	Image Analysis & Pattern Recognition (3) (MATH/PHYS) GE-B1, B4, UDID
MGT	421	Human Resource Management (3)

Graduate Writing Assessment Requirement

Writing proficiency prior to the awarding of the degree is demonstrated by successful completion of BIOL 502 Techniques in Genomics and Proteomics with a grade of B or higher.

Requirements for the Master of Science Degree in Biotechnology and Master of Business Administration (71 units*) (Dual Degree)

*Assumes that at least one set of the Foundation Courses listed below has been completed in a business or science undergraduate degree program.

Program Description

The Master of Science in Biotechnology and Master of Business Administration is a dual professional degree program designed to meet the needs of biotechnology industry and related public and private agencies and organizations. The program combines rigorous scientific training in biotechnology with graduate course work and experience in business management and regulatory affairs. The program includes the foundation courses for the dual degree program, a set of graduate level core courses in both biotechnology and business, and several elective courses.

Our approach includes team projects drawn from biotechnology industries to focus on real-world problems and applications of biological sciences and business. We approach interpersonal skills and problem-solving skills from multiple perspectives.

Admission Requirements

1. Applicants must have a BS/BA. degree in Biology, Chemistry, Biochemistry, or Business/ Economics related discipline. Alternatively, applicants with a BA/BS degree in any field and equivalent work experiences in one of the above fields may be admitted and must fulfill the foundation course requirements before taking the core courses and electives in the degree program.
2. Applicants seeking admission to the dual degree program must be officially accepted into CSUCI as graduate students.
3. Applicants must declare themselves as graduate students in the dual degree program.
4. Applicants will be evaluated by the program admissions committee which will consider the applicants in the context of the total applicant poo using our general admission standards. The following materials are required for our evaluation and admission process:
   - Applicants must submit their transcript(s) from their undergraduate institution(s) and Graduate Record Examinations (GRE) General Test scores.
   - Applicants who have received their undergraduate degrees from a university where English is not the language of instruction, or have studied fewer than two years at a university where instruction is in English, must submit their Test of English as a Foreign Language (TOEFL) scores.
   - Applicants must submit a one page "Statement of Purpose" and two letters of recommendations from people able to judge the applicant's capacity for both academic and professional success.

Degree Requirements

Required Foundation Courses (16 units)

1. Required Foundation Courses in Biology and Chemistry for Students without a B.S. in Biology or Chemistry (16 units)

CHEM	110	Chemistry of Life (4)
BIOL	201	Principles of Cell and Biology (4)
BIOL	300	Cell Biology (4)
BIOL	400	Molecular Biology (4)

2. Required Foundation Courses in Business/ Economics for Students without a B.S./B.A. in Business or Economics or a Related Discipline (16 units)

BUS	500	Economics for Managers (3)
BUS	502	Quantitative Methods for Decision-Making (3)
BUS	504	Introduction to Accounting and Finance (4)
BUS	506	Principles of Management and Marketing (3)
BUS	508	Business Ethics and Law (3)

Core Courses

Common Required Courses in the Dual Degree Program (9 units)

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

Required Courses in the Master of Science in Biotechnology (22 units)

1. Required Core Courses (15 units)

BINF	500	DNA & Protein Sequence Analysis (3)
BIOL	502	Techniques in Genomics/Proteomics (2)
BIOL	503	Biotechnology Law and Regulation (3)
BIOL	504	Molecular Cell Biology (3)
BIOL	510	Tissue Culture Techniques and Stem Cell Technology (3)
BIOL	601	Seminar in Biotechnology and Bioinformatics (1)

2. Elective Courses (7 units)

A minimum of seven units from the following courses:

BIOL	505	Molecular Structure (4)
BIOL	507	Pharmacogenomics and Pharmacoproteomics (3)
BIOL	508	Advanced Immunology (4)
BIOL	509	Plant Biotechnology (4)

Graduate Writing Assessment Requirement

Writing proficiency prior to the awarding of the degree is demonstrated by successful completion of BIOL 502 Techniques in Genomics and Proteomics for MS/MBA Dual Degree with a grade of B or higher.

Required Courses in the Master of Business Administration (24 units)

1. Required Core Courses (18 units)

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

2. Elective Courses (6 units)

Double-counted courses:

BINF	500	DNA & Protein Sequence Analysis (3)
BIOL	503	Biotechnology Law and Regulation (3)

Requirements for the Minor in Biology (21 units)

Lower Division Requirements (8 units)

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

Upper Division Requirements (13 units)

1. Biology (8 units)

BIOL	300	Cell Biology (4)
BIOL	302	Genetics (4)

2. Biology Electives (5 units)

A minimum of five units of 300-400 level biology courses, with no more than one course selected from BIOL 331-345.

*Courses with * are double-counted toward GE credits.*



Requirements for the Certificate in Biotechnology (25-27 units)

For students with a B.S. degree in biology pursuing a certificate in biotechnology.

1. B.S. degree in biology (may be concurrent);

2. Completion of the following courses with C or better grades (16-17 units):

BIOL	401	Biotechnology and Recombinant DNA Techniques (5)
BIOL	420	Cellular & Molecular Immunology (4)
BIOL	431	Bioinformatics (4)

Select one of the following courses:

CHEM 318	Biological Chemistry (3)
CHEM 460	Biochemistry I (4)

3. Complete another 4 units of upper-division biology course in consultation with the program (4);

4. Complete BIOL 492 Internship (2-3 units);

5. Complete BIOL 499 Senior Capstone in Biology (3 units);

6. Approval by the Biology program.

MARTIN V. SMITH SCHOOL OF BUSINESS AND ECONOMICS

Programs Offered

- Bachelor of Arts in Economics
- Bachelor of Science in Business
  - Option in Entrepreneurship
  - Option in Finance
  - Option in Global Business
  - Option in Management
  - Option in Marketing
- Minor in Business Management
- Minor in Economics
- Certificate in Business Administration
- Master of Business Administration (MBA)
- Master of Science in Biotechnology and Master of Business Administration (MBA)

The Business and Economics Program has a liberal arts and interdisciplinary focus. It is built on the three Cs: critical thinking, collaboration (working with others), and communication (oral and written English). Students learn the fundamental principles of accounting, economics, finance, information systems, management, and marketing as applied in a variety of organizational settings. A distinguishing aspect of the Business and Economics Program is the requirement to take courses developed in conjunction with disciplines outside the traditional business curriculum. Examples include courses with Biology, Chemistry, Education, English, Fine Arts, and History.

In addition, a Capstone Course provides students with the opportunity to integrate their knowledge through a Global Strategy Simulation exercise. To foster an integrative and cross disciplinary experience in a relevant business area, students are encouraged to select one of five options: Entrepreneurship, Finance, Global Business, Management, and Marketing. All options draw on upper-division courses from accounting, economics, management and marketing to offer an in-depth perspective into five critical areas of business. We anticipate enhancing the curriculum with additional options choices as the program grows.

The Bachelor of Arts in Economics focuses on the integration of core economic analysis with relevant interdisciplinary applications. The degree develops analytical tools and communication skills in the context of economic theory and its linkages to a broad array of human decisions. Economics, as a social science, seeks to explain and predict the behavior of consumers, producers, managers, government officials and citizens by examining the interactions of incentives and constraints in an environment of ever-present scarcity of time, skills and resources. Microeconomics focuses on the choices of individuals and firms, as well as their role in the marketplace, while macroeconomics aggregates economic activity to the national level to analyze trends and fluctuations in overall economic activity. The Bachelor of Arts in Economics program offers flexibility and opportunity through its emphases: general, environmental resource, international, managerial or quantitative economics. These emphases allow students to pursue specific interests and maximize connections to disciplines related to economics.

Careers

The Martin V. Smith School of Business and Economics program prepares students to work in a variety of organizations—both public and private. The Bachelor of Science degree prepares students for several types of graduate and professional school studies: MBA, MPA, law school.

Program Learning Outcomes for Business and Economics

- Prepare students for employment in a variety of public and private organizations.
- Prepare students for further study in graduate or professional schools.
- Demonstrate critical thinking skills by identifying, evaluating, synthesizing, and presenting issues related to accounting, economics, finance, information, systems, management and marketing.
- Demonstrate communication skills by writing excellent reports and papers and making effective oral presentations in English.
- Demonstrate collaboration skills by working effectively with others in group settings - both inside and outside the classroom.

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Requirements for the Bachelor of Arts in Economics (120 units)

Lower Division Required	9-10 units
Upper Division Required	16 units
Required Emphasis	15-20 units
General Education	48 units
American Institutions	6 units
Free Electives	20-26 units
TOTAL	**120 units**

Lower Division Requirements (9-10 units)

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

Select either:

MATH	140	Calculus for Business Applications (3)
or		
MATH	150	Calculus I (4)

Upper Division Requirements (16 units)

ECON	310	Intermediate Microeconomics (3)
ECON	311	Intermediate Macroeconomics (3)
ECON	488	Applied Managerial Econometrics (4)
ECON	499	Capstone (3)

Select either:

MATH	329	Statistics for Business and Economics (3)
or		
MATH	352	Probability and Statistics (3)

Note: Students selecting the Quantitative Economics Emphasis must take MATH 352 Probability and Statistics (3) instead of MATH 329.

Required Emphasis (15-20 units)

Economics majors are required to complete one of the following five emphases:

1. General Economics Emphasis

Lower Division (3 units)

ACCT	210	Financial Accounting (3)

Upper Division (12 units)

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

- At least two courses must be taken from cross-disciplinary courses offered by economics (ECON 330-349 and 430-449).
- A minimum of two economics courses at the 400 level are required.
- ECON 300, 492, and 497 may not be taken to meet the requirements of the economics major.

2. Environmental Resource Economics Emphasis (15 units)

Lower Division (3 units)

ESRM	100	Introduction to Environmental Science and Resource Management (3)

Upper Division (12 units)

ECON	464	Natural Resource Economics (3)
ECON	400+	Elective Course (3)

Select either:

ECON	362	Environmental Economics (3)
or		
ESRM	329	Environmental Law and Policy (3)

Choose one of the following:

ECON	400+	Elective Course (3)
ESRM	410	Environmental Impact Assessment (3)
ESRM	462	Coastal and Marine Management (4)
ESRM	463	Water Resources Management (4)
ESRM	464	Land Use Planning and Open Space Management (4)
ESRM	482	Issues in Environmental Planning and Resource Management (3)
ESRM	483	Issues in Global Resource Management (3)

+ ECON 300, 492, and 497 may not be taken to meet the requirements of the economics major.

3. International Economics Emphasis (20 units)

Lower Division (8 units)

A minimum of two courses in the same foreign language or equivalent. [for example, SPAN 101 (4) and 102 (4)]

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

Upper Division (12 units)

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

ECON	471	International Trade (3)
ECON	473	Development Economics (3)

Choose two of the following:
(one course must be at the 400 level)

ECON	370	The World Economy (3)
ECON	444	Values and Valuables (ANTH) (3)
ECON	472	International Macroeconomics (3)
ESRM	483	Issues in Global Resource Management (3)
POLS	328	United States Foreign Policy (3)

ECON 300, 492, and 497 may not be taken to meet the requirements of the economics major.

4. Managerial Economics Emphasis (15 units)

Lower Division (3 units)

ACCT	210	Financial Accounting (3)

Upper Division (12 units)

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

FIN	300	Business Finance (3)

Select either:

ECON 320 Money and Banking (3)
or
ECON 329 Managerial Economics (3)

Select either:

ECON 471 International Trade (3)
or
ECON 472 International Macroeconomics (3)

- At least one course must be taken from cross-disciplinary courses offered by economics (ECON 330-349 and 430-449).
- ECON 300, 492, and 497 may not be taken to meet the requirements of the economics major.

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

5. Quantitative Economics Emphasis (19 units)

Lower Division (10 units)

MATH	151	Calculus II (4)
MATH	240	Linear Algebra (3)
MATH	250	Calculus III (3)

Upper Division (9 units)

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

- At least one course must be taken from cross-disciplinary courses offered by economics (ECON 330-349 and 430-449).
- A minimum of two economics courses at the 400 level are required. MATH 429 may be taken to met this requirement.
- ECON 300, 492, and 497 may not be taken to meet the requirements of the economics major.

Note: To meet the calculus and statistics requirement, students selecting this emphasis must take MATH 150 and MATH 352.

Required Supporting and Other GE Courses (75-81 units)

General Education	48
American Institutions	6
Free Electives	21-27

Requirements for the Bachelor of Science Degree in Business (120 units)

Lower Division Requirements (21-22 units)

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

Select either:

MATH	140	Calculus for Business Applications (3)

or

MATH	150	Calculus I (4)

Upper Division Required Major Courses (36 units)

ACCT	300	Applied Managerial Accounting (3)
BUS	320	Business Operations (3)

Select either:

ECON	310	Intermediate Microeconomics (3)

or

ECON	329	Managerial Economics (3) (choose this course if pursuing the Marketing Option)

Select either:

ECON	311	Intermediate Macroeconomics (3)

or

ECON	320	Money and Banking (3)
ENGL	483	Technical Visual Communication (3)
FIN	300	Business Finance (3)
MATH	329	Statistics for Business and Economics (3)
MGT	307	Management of Organizations (3)
MGT	326	Scientific and Professional Ethics (BIOL) (3)
MIS	310	Management Information Systems (3)
MKT	310	Principles of Marketing (3)
BUS	499	Capstone (3)

Upper Division Interdisciplinary Major Courses (6 units)

BUS	331	Biotechnology in the Twenty-First Century (BIOL) (3)
BUS	334	The Business of Art (ART) (3)
BUS	335	Business and the Performing Arts (PA) (3)
BUS	340	Business and Economics in American Literature (ECON/ENGL) (3)

BUS	341	Drug Discovery and Development (CHEM/ECON) (3) (may double count in the Entrepreneur Option)
BUS	342	The Zoo: Conservation, Education and Recreation (BIOL/ECON/EDUC) (3)
BUS	344	The Library: Collections, Services and Instruction (ECON/EDUC/LIB) (3)
BUS	349	History of Business and Economics in North America (ECON/HIST) (3)
BUS	434	The Museum: Culture, Business and Education (ART/EDUC) (3)
ECON	343	Capital Theory (FIN) (3)

Option (15 units)

Students may select one of the following options:
To complete the elective requirements indicated below, choose any upper division course from ACCT, BUS, ECON, FIN, MGT, MKT or MIS not already used in the major. (Not applicable to the Management Option)

1. Entrepreneurship Option

BUS	341	Drug Discovery and Development (CHEM/ECON)(3)
MGT	325	Entrepreneurial Management (3)

Select three of the following:

ECON	411	Economics of Entrepreneurship (3)
MGT	424	Organizational Behavior (PSY) (3)
MKT	411	New Product Development and Management (3)

Electives (3)

2. Finance Option

FIN	410	Financial Markets and Institutions (3)
FIN	411	Corporate Finance Management (3)
FIN	412	International Financial Management (3)
FIN	413	Investment Analysis (3)

Electives (3)

3. Global Business Option

MGT	310	Management of International Business (3)
MKT	410	International Marketing Management (3)

Select three from the following:

ACCT	410	International Accounting (3)
ECON	370	The World Economy (3)
ECON	471	International Trade (3)
ECON	472	International Macroeconomics (3)
FIN	412	International Finance Management (3)
MGT	471	Project Management (3)

Electives (3)

4. Management Option

MGT	310	Management of International Business (3)
MGT	421	Human Resource Management (3)
MGT	424	Organizational Behavior (PSY) (3)

Select two from the following:

MGT	325	Entrepreneurial Management (3)
MGT	422	Strategic Planning (3)
MGT	428	Contract Management (3)
MGT	429	Program Management (3)
MGT	471	Project Management (3)
MGT	490	Special Topics (3)
MGT	492	Service Learning/Internship (3)
MGT	497	Directed Study (3)

5. Marketing Option

MKT	311	Consumer Behavior (3)
MKT	409	Marketing Research (3)
MKT	410	International Marketing Management (3)
MKT	411	New Product Development and Management (3)

Electives (3)

Required Supporting and Other GE Courses (56-57 units)

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

Requirements for the Minor in Business Management (21 units)

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

Lower Division Requirements (9 units)

ACCT	210	Financial Accounting (3)
BUS	110	Business Law (3)

Select one of the following:

ECON	110	Principles of Microeconomics (3)
or		
ECON	111	Principles of Macroeconomics (3)
or		
ECON	300	Fundamentals of Economics (3)

Upper Division Requirements (12 units)

Choose four from the following:

BUS	320	Business Operations (3)
BUS	420	Cases in Strategy (3)
BUS	424	Business, Government and Society (3)
MATH	329	Statistics for Business and Economics (3)
MGT	307	Management of Organizations (3)
MGT	310	Management of International Business (3)
MGT	325	Entrepreneurial Management (3)
MGT	326	Scientific and Professional Ethics (BIOL) (3)
MGT	421	Human Resource Management (3)
MKT	310	Principles of Marketing (3)
MKT	311	Consumer Behavior (3)

Requirements for the Minor in Economics (20-22 units)

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

Careers

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

Lower Division Requirements (6-10 units)

Select either:

ECON 110 Principles of Microeconomics (3)
and
ECON 111 Principles of Macroeconomics (3)
or
ECON 300 Fundamentals of Economics (3)

Note: If ECON 300 is taken in place of ECON 110 and 111, an additional 3 unit course must be taken from upper division electives.

Select either:

MATH 140 Calculus for Business Applications (3)
or
MATH 150 Calculus I (4)

Upper Division Requirements (6 units)

Select either:

ECON 310 Intermediate Microeconomics (3)
or
ECON 329 Managerial Economics (3)

Select either:

ECON 311 Intermediate Macroeconomics (3)
or
ECON 320 Money and Banking (3)

Electives (5-9 units)

Additional upper divisions course in economics. (Minimum total of 21 units)

For Business Majors Only

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

Post-Baccalaureate Certificate in Business Administration

The Certificate in Business Administration provides basic business skills to post baccalaureate and graduate students. The certificate program is suitable for: (i) Business professionals who wish to update their knowledge, skills, and abilities; (ii) Managers in science, technology, or engineering who seek a business orientation; (iii) Individuals making a transition into a managerial position; (iv) Individuals returning to the workforce, or considering a career change; (v) Those without an undergraduate degree in business who are considering an MBA. The program provides the essentials of business administration to students with limited or no formal business education. The coursework completed under this Certificate fulfils the prerequisite course requirements for the MBA Program. Courses offered under the Certificate may be delivered partially via distance education and consist of four 3-unit courses and one 4-unit course for a total of 16 units.

Prerequisite

A Bachelor's degree in any field or consent of advisor.

Requirements for Certificates (16 units)

BUS 500 Economics for Managers (3)
BUS 502 Quantitative Methods for Decision-Making (3)
BUS 504 Introduction to Accounting and Finance (4)
BUS 506 Principles of Management and Marketing (3)
BUS 508 Business Ethics and Law (3)

Master of Business Administration (MBA)

Offered through California State University Channel Islands Extended Education Program

The MBA Program is designed to develop business leaders capable of working in an increasingly multicultural and global environment. Key elements include:

- Learning Community/Cohort Experience
- Evening Classes
- Online Foundations of Business courses
- Focus on International Business and Entrepreneurial Innovation
- Study Abroad Option
- Real-World Orientation

The MBA Curriculum

The curriculum is comprised of three parts: Foundations of Business (0-16 semester units), Required Core (24 semester units), and Electives (9 semester units) for a total of 33-49 semester units.

Foundations of Business

The Foundations of Business courses provide the theoretical concepts and quantitative tools that form the basis for making business decisions. These courses are designed to provide students with a general understanding of accounting,

economics, finance, ethics and law, statistics, management, and marketing. Some or all of these courses may be waived depending upon the applicant's undergraduate degree and coursework. Students with a bachelor's degree in business from CSUCI or from other accredited institutions within the last 10 years will have met the Foundations of Business requirements. Individual business courses taken as an undergraduate student at CSUCI or another institution may also meet specific Foundations requirements. Upon acceptance to the program, a student's transcripts will be reviewed for completion of the necessary coursework for mastery of the Foundations of Business. A grade of "C" or better is required to meet the criteria.

Required Core

The core MBA courses are presented in a cross-functional, integrative manner that provides a comprehensive view of the structure of business operations. Students learn to analyze business from a variety of perspectives. The seven core courses provide the skills and competencies students will need to be effective business leaders in the 21st century. A distinguishing aspect of the MBA Program is its focus on entrepreneurship and global business awareness. The Capstone Course (BUS 570) provides students with the opportunity to integrate their knowledge through an International Business Simulation exercise.

Electives

With advisor approval, students will choose nine additional units of upper-division or graduate level courses.

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Requirements for the Master of Business Administration (33-49)

Foundations of Business (0-16 units)

BUS	500	Economics for Managers (3)
BUS	502	Quantitative Methods for Decision-Making (3)
BUS	504	Introduction to Accounting and Finance (4)
BUS	506	Principles of Management and Marketing (3)
BUS	508	Business Ethics and Law (3)

Required Core (24 units)

BUS	510	High Performance Management (3)
BUS	520	Strategy and Leadership (3)
BUS	530	Managing Business Operations (3)
BUS	540	Financial Reporting and Analysis (3)
BUS	550	The Contemporary Firm (3)
BUS	560	The Entrepreneurial Manager (3)
BUS	570	Competing in a Global Environment (6)

Electives (9 units)

With advisor approval, nine units of upper-division or graduate-level courses.

Graduate Writing Assessment Requirement

Writing proficiency prior to the awarding of the degree is demonstrated by successful completion of BUS 520 Strategy and Leadership with a grade of B or higher.

Requirements for the Master of Science Degree in Biotechnology and Master of Business Administration (71 units*)

*Assumes that at least one set of the Foundation Courses listed below has been completed in a business or science undergraduate degree program.

Program Description

The Master of Science in Biotechnology and Master of Business Administration is a dual professional degree program designed to meet the needs of biotechnology industry and related public and private agencies and organizations. The program combines rigorous scientific training in biotechnology with graduate course work and experience in business management and regulatory affairs. The program includes the foundation courses for the dual degree program, a set of graduate level core courses in both biotechnology and business, and several elective courses.

Our approach includes team projects drawn from biotechnology industries to focus on real-world problems and applications of biological sciences and business. We approach interpersonal skills and problem-solving skills from multiple perspectives.

Admission Requirements

1. Applicants must have a BS/BA. degree in Biology, Chemistry, Biochemistry, or Business/ Economics related discipline. Alternatively, applicants with a BA/BS degree in any field and equivalent work experiences in one of the above fields may be admitted and must fulfill the foundation course requirements before taking the core courses and electives in the degree program.
2. Applicants seeking admission to the dual degree program must be officially accepted into CSUCI as graduate students.

3. Applicants must declare themselves as graduate students in the dual degree program.
4. Applicants will be evaluated by the program admissions committee which will consider the applicants in the context of the total applicant pool using our general admission standards. The following materials are required for our evaluation and admission process:
   - Applicants must submit their transcript(s) from their undergraduate institution(s) and Graduate Record Examinations (GRE) General Test scores.
   - Applicants who have received their undergraduate degrees from a university where English is not the language of instruction, or have studied fewer than two years at a university where instruction is in English, must submit their Test of English as a Foreign Language (TOEFL) scores.
   - Applicants must submit a one page "Statement of Purpose" and two letters of recommendations from people able to judge the applicant's capacity for both academic and professional success.

Degree Requirements

Required Foundation Courses (16 Units)

1. Required Foundation Courses in Biology and Chemistry for students without a BS in Biology or Chemistry (16 units)

CHEM	110	Chemistry of Life (4)
BIOL	201	Principles of Cell and Molecular Biology (4)
BIOL	300	Cell Biology (4)
BIOL	400	Molecular Biology (4)

2. Required Foundation Courses in Business Economics for students without a BS/BA in Business or Economics or a related discipline (16 units)

BUS	500	Economics for Managers (3)
BUS	502	Quantitative Methods for Decision-Making (3)
BUS	504	Introduction to Accounting and Finance (4)
BUS	506	Principles of Management and Marketing (3)
BUS	508	Business Ethics and Law (3)

Core Courses

Common Required Courses in the Dual Degree Program (9 Units)

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

Required Courses in the Master of Science in Biotechnology (22 Units)

1. Required Core Courses (15 units)

BINF	500	DNA & Protein Sequence Analysis (3)
BIOL	502	Techniques in Genomics/Proteomics (2)
BIOL	503	Biotechnology Law and Regulation (3)
BIOL	504	Molecular Cell Biology (3)
BIOL	510	Tissue Culture Techniques and Stem Cell Technology (3)
BIOL	601	Seminar in Biotechnology and Bioinformatics (1)

2. Elective Courses (7 units)

A minimum of seven units from the following courses:

BIOL	505	Molecular Structure (4)
BIOL	507	Pharmacogenomics and Pharmacoproteomics (3)
BIOL	508	Advanced Immunology (4)
BIOL	509	Plant Biotechnology (4)

Required Courses in the Master of Business Administration (24 Units)

1. Required Core Courses (18 units)

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

2. Elective Courses (6 units)

Double-counted courses:

BINF	500	DNA and Protein Sequence Analysis (3)
BIOL	503	Biotechnology Law and Regulation (3)

Graduate Writing Assessment Requirement

Writing proficiency prior to the awarding of the degree is demonstrated by successful completion of BIOL 502 Techniques in Genomics and Proteomics for MS/MBA Dual Degree with a grade of B or higher.



CHEMISTRY

Programs Offered

- Bachelor of Arts in Chemistry
- Bachelor of Arts in Chemistry, Option in Subject Matter Preparation in Teaching Chemistry (Pending CCTC approval)
- Bachelor of Science in Chemistry
- Bachelor of Science in Chemistry, Option in Biochemistry
- Minor in Chemistry
- Certificate in Chemistry

The Chemistry Program at CSUCI is based on a "Big Ideas" approach to the discipline. Students will learn how to apply the "Big Ideas" skills to their analysis of concepts and problems. In addition to implementing the "Big Ideas" across the curriculum, students learn how to improve their analytical thinking, oral and written communication, and problem solving skills as individuals and in teams. The culmination of the degree involves a Chemistry Colloquium in conjunction with a service learning project, internship, or independent research experience. Writing skills are developed in all upper-division Chemistry courses.

Careers

Graduates from the Bachelor of Arts or Bachelor of Science in Chemistry will receive an excellent preparation for securing entrance to a professional program (i.e., medical, veterinary, dentistry, or pharmacy), to graduate school in Chemistry or Biochemistry, and for employment in the academic, private, or public sector as chemists, biochemists, forensic scientists, and materials scientists.

The Bachelor of Arts in Chemistry is designed to provide a broad preparation in the chemical sciences. Required courses prepare students in four of the five traditional sub-disciplines of Chemistry: analytical, inorganic, organic, and physical chemistry. The Bachelor of Arts in Chemistry can also serve as the depth of study necessary for securing a Single Subject Credential in Science for teaching at the high school and middle school level. Additional courses in geology, astronomy, and biology are recommended to meet the breadth requirements for this credential.

The Bachelor of Science in Chemistry provides an excellent breadth and depth of preparation in Chemistry suitable for obtaining a position at a chemical or pharmaceutical industry, or for admission to graduate school in Chemistry or Biochemistry. Students may select either the general Bachelor of Science in Chemistry or the Biochemistry Option within the Bachelor of Science in Chemistry. The Biochemistry Option overlaps substantially with the requirements for the minor in Biology and students are encouraged to obtain the Biology minor in addition to the Bachelor of Science in Chemistry, Biochemistry Option.

The Minor in Chemistry provides non-majors with the Chemistry background that is needed to pursue graduate study or a career in an interdisciplinary field. Students in professional programs (medical, dental, veterinary, pharmacy), or majoring in Biology or Environmental Science and Resource Management, in particular, should consider obtaining a Chemistry minor, since a significant portion of the coursework needed for the Chemistry minor is included in these programs.

The Certificate in Chemistry is designed to provide individuals who have already obtained a Bachelor of Arts or Bachelor of Science degree in another discipline with the opportunity to obtain a certificate for advanced Chemistry coursework.

Program Learning Outcomes

Students graduating from the Chemistry program will be able to:

- Explain the fundamental concepts of Chemistry;
- Evaluate a microscopic and macroscopic (real-life) problem and appropriately apply the fundamental concepts of Chemistry to the problem;
- Formulate hypotheses and devise and perform experiments to test a hypothesis as individuals and in a team;
- Explain key concepts in chemistry effectively through oral and written communication; and
- Interpret and evaluate the chemical literature.

Contact Information

http://chemistry.csuci.edu

Faculty

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Requirements for the Bachelor of Arts Degree in Chemistry (120 units)

Lower Division Requirements (28 units)

1. Chemistry

CHEM 121 General Chemistry I (4)
CHEM 122 General Chemistry II (4)
CHEM 250 Quantitative Analysis (2)
CHEM 251 Quantitative Analysis Laboratory (2)

2. Math

MATH 150 Calculus I (4)
MATH 151 Calculus II (4)

3. Physics

Choose one of the following:

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

Choose one of the following:

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

Upper Division Requirements (15 units)

CHEM 305 Computer Applications in Chemistry (1)
CHEM 311 Organic Chemistry I (3)
CHEM 312 Organic Chemistry I Laboratory (1)
CHEM 314 Organic Chemistry II (3)
CHEM 315 Organic Chemistry II Laboratory (1)
CHEM 371 Physical Chemistry I (3)
CHEM 372 Physical Chemistry Laboratory (1)
CHEM 499 Chemistry Colloquium (2)

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

Upper Division Chemistry Electives (12 units)

A total of twelve units of electives from those listed below are needed, including a minimum of two lab courses denoted[L]:

CHEM 301 Environmental Chemistry (3)
CHEM 313 Organic Chemistry I Learning Community (1)
CHEM 316 Organic Chemistry II Learning Community (1)
CHEM 330 The History of Science: Non-Western Origins and the Western Revolution (HIST) (3) [I]
CHEM 335 The Chemistry of the Kitchen (3) [L, I]
CHEM 341 Drug Discovery and Development (BUS/ECON) (3) [I]
CHEM 343 Forensic Science (3) [L, I]
CHEM 373 Physical Chemistry II (3)
CHEM 410 Advanced Organic Synthesis (4) [L]
CHEM 415 Molecular Structure Determination (4) [L]
CHEM 420 Advanced Inorganic Chemistry (3)
CHEM 450 Instrumental Analysis and Laboratory (4) [L]
CHEM 460 Biochemistry [I] (4) [L]
CHEM 461 Biochemistry II (4) [L]
CHEM 465 Bioinorganic Chemistry (4) [L]
CHEM 490 Special Topics in Chemistry (1-3)
CHEM 492 Internship/ Service Learning (1-3) [L, R]
CHEM 494 Independent Research (1-3) [L, R]
CHEM 497 Directed Studies (1-3)

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

[R] No more than a combined total of six units of CHEM 492, 494, and 497 may be applied as electives. No more than one CHEM 492 or CHEM 494 may be (by petition) considered a laboratory elective.

Required Supporting and Other GE Courses (45 units)

American Institutions Requirement 6
Other Courses in GE Categories A-E 39
Electives in Any Discipline . . . . . 20 units

Proposed Course of Study, Bachelor of Arts in Chemistry

First Year (31 units)

Fall (14 units)

CHEM 121 General Chemistry I (4); GE B1
MATH 150 Calculus I (4); GE B3
Composition & Rhetoric (3) (ENGL 102 ***or*** 105); GE A2
Critical Reasoning (3); GE A3

Spring (17 units)

CHEM 122 General Chemistry II (4)
MATH 151 Calculus II (4)
Foreign Language Requirement (3); GE C3a
Oral Communication (3); GE A1
University Elective or ENGL 103 (3)

Second Year (29 units)

Fall (14 units)

CHEM 311 Organic Chemistry I (3)
CHEM 312 Organic Chemistry I Laboratory (1)
American Institutions Requirement (3)
Physics requirement (4) (PHYS 100 ***or*** 200)
Social Science, GE Requirement (3); GE D

Spring (15 units)

CHEM 250 Quantitative Analysis (2)
CHEM 251 Quantitative Analysis Laboratory (2)
CHEM 314 Organic Chemistry II (3)
CHEM 315 Organic Chemistry II Laboratory (1)
American Institutions Requirement (3)
Physics requirement (4) (PHYS 101 or 201)

Third Year (30 units)

Fall (14 units)

CHEM	305	Computer Applications in Chemistry (1); GE B4
CHEM	371	Physical Chemistry I (3)
CHEM	372	Physical Chemistry Laboratory (1)

Life Science, GE Requirement . . . . . 3*; GE B2
Literature, GE Requirement . . . . . 3*; GE C2
Multicultural GE Requirement . . . . . 3*; GE C3b

Spring (16 units)

Chemistry Elective, Laboratory 4
Human Physiological and Psychological Perspectives, GE Requirement . . . . . 3*; GE E
Social Science, GE Requirement. . . . . 3; GE D
University Electives 6

Forth Year (30 units)

Fall (16 units)

Chemistry Elective, Laboratory 4
Social Science, GE Requirement. . . . . 3*; GE D
University Electives 6
Visual and Performing Arts, GE Requirement (3)*; GE C1

Spring (14 units)

CHEM 499
Chemistry Capstone Colloquium. 2
Chemistry Elective, Laboratory 4
Social Science, GE Requirement. . . . . 3; GE D
University Electives 5

Note to Students: *To maximize University Electives, it is recommended that the nine units of upper-division, interdisciplinary GE courses (numbered 330-349 or 430-449) be taken from those courses marked with an asterisk (*), in order to meet simultaneously Categories A-E and the nine units of Upper-Division GE.*

Requirements for the Bachelor of Arts Degree in Chemistry, Option in Subject Matter Preparation in Teaching Chemistry (120 UNITS) (Pending CCTC Approval)

Lower Division Requirements (43-44 units)

1. Chemistry

CHEM	121	General Chemistry I (4)
CHEM	122	General Chemistry II (4)
CHEM	250	Quantitative Analysis (2)
CHEM	251	Quantitative Analysis Laboratory (2)

2. Biology

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

3. Math

MATH	150	Calculus I (4)
MATH	151	Calculus II (4)

4. Physics

Choose <u>one</u> of the following:

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

Choose <u>one</u> of the following:

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

5. Astronomy

Choose <u>one</u> of the following:

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

6. Earth Science

GEOL	121	Physical Geology (4)

Upper Division Requirements (24-25 units)

1. Chemistry

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

2. Earth Science

Choose <u>one</u> of the following:

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

3. Education

EDUC	330	Introduction to Secondary Schooling (3)

Upper Division Chemistry Electives (8 units)

A total of <u>eight</u> units of electives from those listed below are needed, lab courses are <u>denoted</u> [L].

CHEM	301	Environmental Chemistry (3)
CHEM	313	Organic Chemistry I Learning Community (1)
CHEM	316	Organic Chemistry II Learning Community (1)
CHEM	373	Physical Chemistry II (3)
CHEM	410	Advanced Organic Synthesis (4) [L]
CHEM	415	Molecular Structure Determination (4) [L]
CHEM	420	Advanced Inorganic Chemistry (3)
CHEM	450	Instrumental Analysis and Laboratory (4) [L]
CHEM	460	Biochemistry I (4) [L]
CHEM	461	Biochemistry II (4) [L]
CHEM	465	Bioinorganic Chemistry (4) [L]

CHEM	490	Special Topics in Chemistry (1-3)
CHEM	492	Internship/ Service Learning (1-3) [L, R]
CHEM	494	Independent Research (1-3) [L, R]
CHEM	497	Directed Studies (1-3)

[R] No more than a combined total of six units of CHEM 492, 494, and 497 may be applied as electives. No more than one CHEM 492 or CHEM 494 may be (by petition) considered a laboratory elective.

Required Supporting and Other GE Courses (39 units)

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

Recommended Electives

Choose from the following:

Second Language

(One semester is required)

One Additional Semester of a Second Language (3units)

Interdisciplinary General Education Courses

(CHEM 330 and EDUC 330 are required)

SPED	345	Individuals with Disabilities in Society (PSY) (3)

Prerequisite Courses in Education

(For CSUCI Credential Program)

EDUC	512	Equity, Diversity and Foundations of Schooling (3)
EDUC	520	Observing and Guiding Behavior in Multicultural/Multilingual and Inclusive Classrooms (3)
EDUC	521	Field Experiences (1)
EDSS	515	Adolescent Development for Secondary Educators (3)
ENGL	475	Language in Social Context (3)

Proposed Course of Study, Bachelor of Arts in Chemistry Option in Subject Matter Preparation in Teaching Chemistry

First Year (29 units)

Fall (14 units)

CHEM	121	General Chemistry I (4); GE B1
MATH	150	Calculus I (4); GE B3

Composition & Rhetoric (3) (ENGL 102 or 105); GE A2
Critical Reasoning (3); GE A3

Spring (15 units)

BIOL	200	Principles of Organismal & Population Biology (4); GE B2
CHEM	122	General Chemistry II (4)
MATH	151	Calculus II (4)

Oral Communication (3); GE A1

Second Year (30 units)

Fall (15 units)

BIOL	201	Principles of Cell & Molecular Biology (4)
CHEM	311	Organic Chemistry I (3)
CHEM	312	Organic Chemistry I Laboratory (1)

Foreign Language Requirement (3); GE C3a
Physics requirement (4) (PHYS 100 or 200)

Spring (15 units)

CHEM	250	Quantitative Analysis (2)
CHEM	251	Quantitative Analysis Laboratory (2)
CHEM	314	Organic Chemistry II (3)
CHEM	315	Organic Chemistry II Laboratory (1)

American Institutions Requirement (3)
Physics requirement (4) (PHYS 101 or 201)

Third Year (31 units)

Fall (15 units)

CHEM	305	Computer Applications in Chemistry (1); GE B4
CHEM	371	Physical Chemistry I (3)
CHEM	372	Physical Chemistry Laboratory (1)
EDUC	330	Introduction to Secondary Schooling (3); GE D, INTD
GEOL	121	Physical Geology (4)

Literature, GE Requirement (3); GE C2

Spring (16 units)

CHEM	330	The History of Science: Non-Western Origins and the Western Revolution (HIST) (3); INTD
SPED	345	Individuals with Disabilities in Society (PSY) (3); GE D or E, INTD

GE Requirement (3); GE D or E
Multicultural GE Requirement (3); GE C3b

Choose one of the following:

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

Fourth Year (30 units)

Fall (16 units)

American Institutions Requirement 3
Chemistry Elective, Laboratory. 4
Social Science, GE Requirement. . . . . 3; GE D
University Electives . . . . . 3 units
Visual and Performing Arts, GE Requirement 3; GE C1

Spring (14 units)

CHEM 499
Chemistry Colloquium 2
Chemistry Elective, Laboratory. 4
Social Science, GE Requirement. . . . . 3; GE D
University Electives . . . . . 5 units

Requirements for the Bachelor of Science Degree in Chemistry (120 units)

Lower Division Requirements (28 Units)

1. Chemistry

CHEM 121 General Chemistry I (4)
CHEM 122 General Chemistry II (4)
CHEM 250 Quantitative Analysis (2)
CHEM 251 Quantitative Analysis Laboratory (2)

2. Math

MATH 150 Calculus I (4)
MATH 151 Calculus II (4)

3. Physics

Choose one of the following:
PHYS 100 Introduction to Physics I (4)
PHYS 200 General Physics I (4)

Choose one of the following:
PHYS 101 Introduction to Physics II (4)
PHYS 201 General Physics II (4)

Upper Division Requirements (22 units)

CHEM 305 Computer Applications in Chemistry (1)
CHEM 311 Organic Chemistry I (3)
CHEM 312 Organic Chemistry I Laboratory (1)
CHEM 314 Organic Chemistry II (3)
CHEM 315 Organic Chemistry II Laboratory (1)
CHEM 371 Physical Chemistry I (3)
CHEM 372 Physical Chemistry Laboratory (1)
CHEM 373 Physical Chemistry II (3)
CHEM 460 Biochemistry I (4)
CHEM 499 Chemistry Colloquium (2)

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

Upper Division Chemistry Electives (20 units)

A total of twenty units of electives from those listed below are needed, including a minimum of three lab courses denoted [L]:

CHEM 301 Environmental Chemistry (3)
CHEM 313 Organic Chemistry I Learning Community (1)
CHEM 316 Organic Chemistry II Learning Community (1)
CHEM 330 The History of Science: Non-Western Origins and the Western Revolution (HIST) (3)[I]
CHEM 335 The Chemistry of the Kitchen (3)[L, I]
CHEM 341 Drug Discovery and Development (BUS/ECON) (3)[I]
CHEM 343 Forensic Science (3) [L, I]
CHEM 410 Advanced Organic Synthesis (4)[L]
CHEM 415 Molecular Structure Determination (4)[L]
CHEM 420 Advanced Inorganic Chemistry (3)
CHEM 450 Instrumental Analysis and Laboratory (4)[L]
CHEM 461 Biochemistry II (4)[L]
CHEM 465 Bioinorganic Chemistry (4) [L]
CHEM 490 Special Topics in Chemistry (1-3)
CHEM 492 Internship/ Service Learning (1-3)[L, R]
CHEM 494 Independent Research (1-3)[L, R]
CHEM 497 Directed Studies (1-3)

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

[R] No more than a combined total of six units of CHEM 492, 494, and 497 may be applied as electives. No more than one CHEM 492 or CHEM 494 may be (by petition) considered a laboratory elective.

Required Supporting and Other GE Courses (45 units)

American Institutions Requirement 6
Other Courses in GE Categories A-E. 39
Electives in Any Discipline. . . . . 5 units

Proposed Course of Study Bachelor of Science in Chemistry

First Year (30 units)

Fall (14 units)

CHEM 121 General Chemistry I (4); GE B1
MATH 150 Calculus I (4); GE B3
Composition & Rhetoric (3) (ENGL 102 or 105); GE A2
Critical Reasoning; GE A3 (3)

Spring (16 units)

CHEM 122 General Chemistry II (4)
MATH 151 Calculus II (4)
Foreign Language Requirement; GE C3a (3)
University Elective or ENGL 103 (3)
University Elective (2)

Second Year (29 units)

Fall (14 units)

CHEM 311 Organic Chemistry I (3)
CHEM 312 Organic Chemistry I Laboratory (1)
Oral Communication (3); GE A1
Physics requirement (4) (PHYS 100 or 200)
Social Science, GE Requirement (3); GE D

Spring (15 units)

CHEM 250 Quantitative Analysis (2)
CHEM 251 Quantitative Analysis Laboratory (2)
CHEM 314 Organic Chemistry II (3)
CHEM 315 Organic Chemistry II Laboratory (1)
American Institutions Requirement (3)
Physics requirement (4) (PHYS 101 or 201)

Third Year (31 units)

Fall (15 units)

CHEM	305	Computer Applications in Chemistry (1); GE B4
CHEM	371	Physical Chemistry I (3)
CHEM	372	Physical Chemistry Laboratory (1)
CHEM	460	Biochemistry I (4)

Life Science, GE Requirement (3)*; GE B2
Social Science, GE Requirement (3); GE D

Spring (16 units)

CHEM	373	Physical Chemistry II (3)

Chemistry Elective Laboratory (4)
Human Physiological and Psychological Perspectives GE Requirement (3)*; GE E
Social Science GE Requirement (3)*; GE D
Multicultural GE Requirement (3)*; GE C3b

Fourth Year (30 units)

Fall (17 units)

American Institutions Requirement . . . . . (3
Chemistry Elective, Laboratory 4
Chemistry Elective, Laboratory. 4
Literature, GE Requirement . . . . . .3*; GE C2
Social Science, GE Requirement. . . . . 3*; GE D

Spring (13 units)

CHEM	499	Chemistry Colloquium (2)

Chemistry Elective, Laboratory. 4
Chemistry Elective, Laboratory. 4
Visual & Performing Arts, GE Requirement .3*; GE C1

Note to Students: *To maximize University Electives, it is recommended that the nine units of upper-division, interdisciplinary GE courses (numbered 330-349 or 430-449) be taken from those courses marked with an asterisk (*), in order to meet simultaneously Categories A-E and the nine units of Upper-Division GE.*

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

Lower Division Requirements (36 units)

1. Chemistry

CHEM	121	General Chemistry I (4)
CHEM	122	General Chemistry II (4)
CHEM	250	Quantitative Analysis (2)
CHEM	251	Quantitative Analysis Laboratory (2)

2. Biology

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

3. Math

MATH	150	Calculus I (4)
MATH	151	Calculus II (4)

4. Physics

Choose <u>one</u> of the following:

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

Choose <u>one</u> of the following:

PHYS	101	Introduction to Physics

Upper Division Requirements (32 units)

1. Chemistry

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



2. Biology

BIOL	300	Cell Biology (4)
BIOL	400	Molecular Biology (4)

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

Upper Division Chemistry Electives (3 units)

A total of two units of electives from those listed below are needed. Lab courses are denoted [L].

CHEM	301	Environmental Chemistry (3)
CHEM	313	Organic Chemistry I Learning Community (1)
CHEM	316	Organic Chemistry II Learning Community (1)
CHEM	330	The History of Science: Non-Western Origins and the Western Revolution (HIST) (3) [I]
CHEM	335	The Chemistry of the Kitchen (3) [L, I]
CHEM	341	Drug Discovery and Development (BUS/ECON) (3) [I]
CHEM	343	Forensic Science (3) [L, I]
CHEM	373	Physical Chemistry II (3)
CHEM	410	Advanced Organic Synthesis (4) [L]
CHEM	415	Molecular Structure Determination (4) [L]
CHEM	420	Advanced Inorganic Chemistry (3)
CHEM	450	Instrumental Analysis and Laboratory (4) [L]
CHEM	465	Bioinorganic Chemistry (4) [L]
CHEM	490	Special Topics in Chemistry (1-3)
CHEM	492	Internship/ Service Learning (1-3) [L, R]
CHEM	494	Independent Research (1-3) [L, R]
CHEM	497	Directed Studies (1-3)

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

[R] No more than a combined total of six units of CHEM 492, 494, and 497 may be applied as electives. No more than one CHEM 492 or CHEM 494 may be by petition) considered a laboratory elective.

Required Supporting and Other GE Courses (42 units)

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

Proposed Course of Study Bachelor of Science in Chemistry, Biochemistry Option

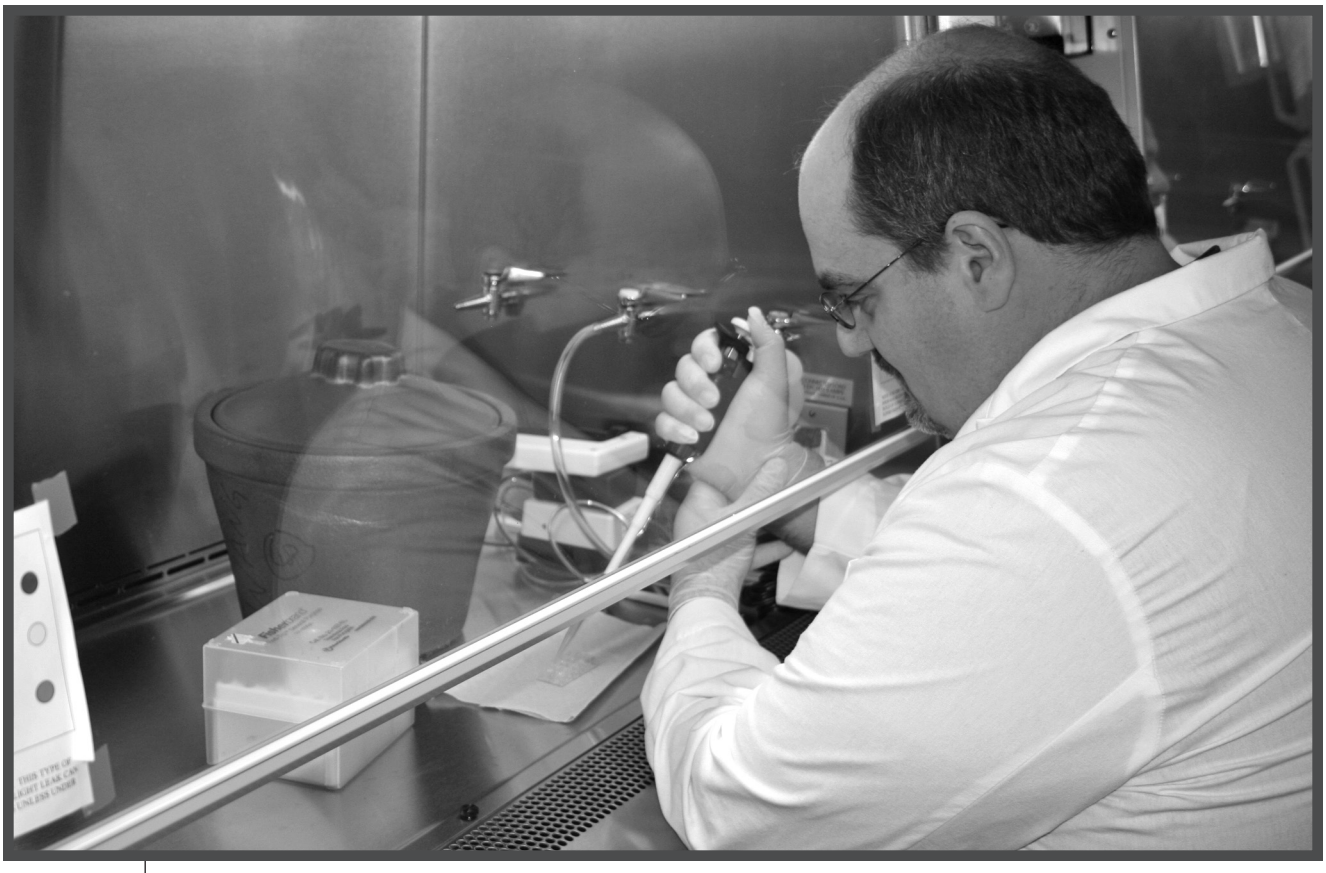
First Year (29 Units)

FALL (14 Units)

CHEM	121	General Chemistry I (4); GE B1
MATH	150	Calculus I (4); GE B3
Composition & Rhetoric (3) (ENGL 102 or 105); GE A2		
Critical Reasoning (3); GE A3		

Spring (15 units)

BIOL	200	Principles of Organismal and Population Biology (4); GE B2
CHEM	122	General Chemistry II (4)
MATH	151	Calculus II (4)
University Elective or ENGL 103 (3)		



Second Year (30 Units)

FALL (15 units)

BIOL 201 Principles of Cell & Molecular Biology (4)
CHEM 311 Organic Chemistry I (3)
CHEM 312 Organic Chemistry I Laboratory (1)
Foreign Language Requirement (3); GE C3a
Physics requirement (4) (PHYS 100 or 200)

Spring (15 units)

CHEM 250 Quantitative Analysis (2)
CHEM 251 Quantitative Analysis Laboratory (2)
CHEM 314 Organic Chemistry II (3)
CHEM 315 Organic Chemistry II Laboratory (1)
Oral Communication; GE A1 (3)
Physics requirement (PHYS 101 or 201) (4)

Third Year (29 units)

Fall (15 units)

CHEM 305 Computer Applications in Chemistry (1); GE B4
CHEM 371 Physical Chemistry I (3)
CHEM 372 Physical Chemistry Laboratory (1)
CHEM 460 Biochemistry I (4)
American Institutions Requirement (3)
Social Science GE Requirement (3); GE D

Spring (14 units)

CHEM 461 Biochemistry II (4)
BIOL 300 Cell Biology (4)
Human Physiological and Psychological Perspectives, GE Requirement (3)*; GE E
Social Science, GE Requirement (3)*; GE D

Fourth Year (32 units)

Fall (16 units)

BIOL 400 Molecular Biology (4)
American Institutions Requirement 3
Chemistry Elective 2
Literature, GE Requirement 3*; C-2
Social Science, GE Requirement. . . . . 3*; GE D

Spring (16 units)

CHEM 499 Chemistry Colloquium (2)
Multicultural GE Requirement . . . . . 3*; GE C3b
Social Science, GE Requirement. . . . . 3*; GE D
Social Science, GE Requirement. . . . . 3*; GE D
University Elective 2
Visual & Performing Arts, GE Requirement . 3*; GE C1

To maximize University Electives, it is recommended that the nine units of upper-division, interdisciplinary GE courses (numbered 330-349 or 430-449) be taken from those courses marked with an asterisk (*), in order to meet simultaneously Categories A-E and the nine units of Upper-Division GE.

Requirements for the Minor in Chemistry (23 units)

Lower Division Requirements (8 units)

CHEM 121 General Chemistry I and Laboratory (4)
CHEM 122 General Chemistry II and Laboratory (4)

Upper Division Requirements (8 units)

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

Electives (7 units)

A total of seven units of electives (CHEM 250, CHEM 251, or courses numbered 300 or higher) in addition to those required, are needed. A maximum of three units of upper-division interdisciplinary GE credit (CHEM 330-349 or CHEM 430-449) may be applied as chemistry electives towards the degree. One unit of Chemistry learning community courses (i.e., CHEM 313 and 316) may be used as electives toward the degree. No more than a combined total of six units of CHEM 492, 494, and 497 may be applied as electives.

Requirements for the Certificate in Chemistry (23 units)

Lower Division Requirements (8 units)

CHEM 121 General Chemistry I and Laboratory (4)
CHEM 122 General Chemistry II and Laboratory (4)

Upper Division Requirements (8 units)

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

Electives (7 units)

A total of seven units of electives (CHEM 250, CHEM 251, or courses numbered 300 or higher) in addition to those required, are needed. A maximum of three units of upper-division interdisciplinary GE credit (CHEM 330-349 or CHEM 430-449) may be applied as chemistry electives towards the degree. One unit of Chemistry learning community courses (i.e., CHEM 313 and 316) may be used as electives toward the degree. No more than a combined total of six units of CHEM 492, 494, and 497 may be applied as electives.

CHICANA/O STUDIES: TRANSBORDER COMMUNITIES

Programs Offered

- Bachelor of Arts in Chicana/o Studies
- Minor in Chicana/o Studies: Transborder Communities

The Bachelor of Arts degree in Chicana/o Studies offers a curriculum that examines current and past experiences of Chicanas/os and other hemispheric Americans whose origins exist south of the United States/Mexican border from multi-disciplinary perspectives. This degree places students at the center in the investigation of local issues in context with transborder questions. The core courses at the lower and upper division level will provide majors with a solid training in Chicana/o Studies while providing them the opportunity to minor or double major in a related disciplinary program.

The Minor in Chicana/o Studies affords students the opportunity to investigate the multi-dimensional culture of the Chicana/o Community in the United States. It is, by definition, interdisciplinary and seeks to provide students with a nuanced appreciation of the population. The minor offers non-majors the opportunity to investigate the historical complexities of societies and social movements and their legacies in the present.

Careers

The Chicano/s Studies major prepares students for careers in the private sector, education, government agencies, or non-profit organizations that serve communities with a significant population of people with origins from Mexico and other nations of Latin America.

Student Learning Outcomes

1. Demonstrate knowledge of the history and culture of people of Mexican and Latin American origins in the United States, specifically within the region of Southern California.
2. Examine gender as a central theme of the study of the Chicana/o community.
3. Analyze the literary expression of Chicanas/os and Latinas/os.
4. Distinguish variations within Chicana/o communities in respect to class, culture, ethnicity, gender, race, and sexuality.
5. Identify theoretical questions informing Chicana/o Studies.
6. Summarize the ideas of major thinkers who have influenced this area of study in the past and present.
7. Identify, locate, evaluate, synthesize and present current research and information on issues informing the experience of Chicanas/os and Latinas/os in Southern California and across the nation.
8. Summarize demographic trends in the United States of the past, present, and for the future.
9. Discuss the major theories and concepts of Chicana/o Studies and its subfields.
10. Effectively present research findings.
11. Demonstrate effective writing skills.

Faculty

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Requirements for the Bachelor of Arts in Chicana/o Studies (120 units)

Core Requirements in the Major . . . . . 45-47 units
General Education . . . . . 48 units
Includes 1 UDIGE Outside Major
2 Title V Courses
Electives. . . . . 22-27 units

TOTAL. . . . . 120 units

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

Lower Division Core Requirements (9-10 Units)

CHS Introductory Courses (6 units)

CHS	100*	Chicanas/os in Contemporary Society (3)
CHS	292*	Chicanas/os Studies Service Learning and Civic Engagement (3)

Language Requirement (3-4)

SPAN	202*	Intermediate Spanish II (4) (Prerequisite: Consent of the instructor)

or

SPAN	212*	Spanish for Heritage Speakers II (4) (Prerequisite: SPAN 211 or equivalent or consent of the instructor)

or

substitute an Upper Division Spanish course (3) (approved by advisor)

Upper Division Core Requirements (36-37 Units)

Theory and Methods (6 units)

SOC	310	Research Methods in Sociology (3) (Prerequisite: SOC 100; SOC 303 or equivalent; and, upper division standing)
CHS	491	Theoretical Foundations of Chicana/o Studies (3) (Prerequisite: CHS 331, Senior Standing, or consent of the instructor)

Chicana/o History and Culture (9 units)

Select one of the following:

HIST	360*	History of Colonial Latin America (3)
HIST	361*	History of Modern Latin America (3)

Select two of the following:

ENGL	353*	Chicana/o/Hispanic American Literature (3)
HIST	350†	Chicana/o History and Culture (3)
HIST	402*	Chicana/o Southern California History and Culture (3)

Chicana/o Transborder Policy and Society (9-10 units)

CHS	331*	Transborder Perspectives in Chicana/o Studies (3)

Select six units from the course below:

CHS	364	Chicano English (3)
CHS	401	Legal Issues Facing Low-Wage Latino Workers (3)
CHS	494	Independent Research (1-3)
CHS	497	Directed Studies (1-3)
HIST	445	Chicano Child and Adolescent (4)

Upper Division Electives (9 Units)

Select nine units from the course below:

ENGL	311	Bilingual Literacy Studies/Estudios Literarios Bilingues (3) (Prerequisite: ENGL 103 or 105 and SPAN 202 or 212 or consent of the instructor)
ENGL	331*	Narratives of the Working Class (3)
ENGL	378	Contemporary Native American Authors: Telecourse (3)
HIST	334*	Narratives of Southern California (3)
HIST	349*	History of Business and Economics in North America (3)
HIST	369	California History and Culture (3)
HIST	420	History of Mexico (3)
HIST	421	Revolutionary Mexico, 1876-1930 (3)
POLS	306*	The Politics of Race and Ethnicity (3)

Service Learning Capstone (3 units)

CHS	492	Internship/Service Learning (1-3) (Prerequisite: CHS 491, or consent of instructor)
CHS	499	Service Learning Capstone in Chicana/o Studies (1-3)

Requirements for the Minor in Chicana/o Studies: Transborder Communities (18-25 units)

Lower Division Requirements (6-7 units)

Choose one of the following (3 units):

CHS	100*	Chicanas/os in Contemporary Society (3)
CHS	292	Chicanas/os Studies Service Learning and Civic Engagement (3)

Choose one of the following (3-4 units):

SPAN	202	Intermediate Spanish II (4) (Prerequisite: SPAN 102 or equivalent)
SPAN	212	Spanish for Heritage Speakers II (4) (Prerequisite: SPAN 211 or consent of instructor)

Spanish Course (3) Approved by the minor faculty advisor

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

Upper Division Requirements (12 units)

Select four courses from the following:

CHS	331*	Transborder Perspectives in Chicana/o Studies (3)
CHS	350	Chicana/o History and Culture (HIST) (3)
CHS	364	Chicano English (3)
CHS	491	Theoretical Foundations of Chicana/o Studies (3) Prerequisite: CHS 331, Senior standing or consent of instructor
ART	333*	History of Southern California Chicana/o Art (HIST)
BUS	349*	History of Business and Economics in North America (ECON/HIST) (3)
EDUC	445*	Chicano Child and Adolescent (HIST) (4)
ENGL	353*	Chicana/o/Hispanic American Literature (3)
HIST	360*	History of Colonial Latin America (3)
HIST	361*	History of Modern Latin America (3)
HIST	402	Chicana/o Southern California History and Culture (3)
HIST	420	History of Mexico (3)
HIST	421	Revolutionary Mexico, 1876-1930 (3)

Other upper division courses approved by the minor faculty advisor.



COMMUNICATION

Programs Offered

- Bachelor of Arts in Communication
- Minor in Communication

The BA in Communication is based on a thorough examination of how we use language in a variety of specific social contexts. By critically considering how meaning is negotiated in health, environmental and business/nonprofit settings, students will appreciate the complexity of coordinating our actions.

By working in diverse small and large groups, making presentations, and using a variety of channels – from face-to-face to telephone, email to internet, students who complete the program will be prepared to take responsibility for their interactions within their communities and the workplace of their choosing.

Careers

Major career opportunities include environmental advocacy, nonprofit and business management, and health services. Additional employment avenues include: mediation, counseling, public affairs, government, entrepreneurship, sales, community relations, employee relations, teaching, consulting, event planning, media entertainment, law, international relations, social and human services, advertising, journalism, marketing, public relations. Students may also pursue graduate studies.

Student Learning Outcomes

After having completed the requirements for the degree, students will be able to:

- Interact with others in one-on-one and small/large group settings, and with audiences of diverse memberships;
- Collaborate effectively with others;
- Analyze messages critically for content, purpose, organization, argument, style and meaning;
- Analyze conflicts and work through resolutions;
- Differentiate ethical dimensions of health, environmental or organizational messages and estimate their impact upon a given community; and
- Choose an optimal means to communicate depending upon the audience, situation and by understanding the relevance, limitations and effectiveness of different communication technologies.

Faculty

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Requirements for the Bachelor of Arts Degree in Communication (120 units)

Lower Division	12 units
Upper Division	33 units
General Education	45 units
Title V: American Institutions Requirement	6 units
Electives	24 units
TOTAL	**120 units**

Lower Division Requirements (12 units)

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

Choose any two of the following:
COMM 210 Interpersonal Communication (3)
COMM 211 Discerning Information in an Interconnected World (LIB) (3)
COMM 220 Group Communication (3)

Upper Division Requirements (31 units)

Required Courses (13 units)

COMM 310 Communication Research Methods (3)
(Note: may substitute with permission ENGL 310 or SOC 310)
COMM 320 Persuasion and Argumentation (3)
COMM 321 Cultural Conversations (3)
COMM 331 Art, Society and Mass Media (ART) (3)
COMM 499 Capstone Project (3)

Major Electives (6 units)

You may choose any two upper division COMM courses:
COMM 301 Advanced Public Speaking (3)
COMM 335 Politics and Film (POLS) (3)
COMM 336 Multicultural Literature and Communication (ENGL) (3)
COMM 340 Conflict Management and Mediation (3)
COMM 343 Popular Culture (SOC/ENGL) (3)
COMM 345 Media Literacy and Youth Culture (EDUC) (3)
COMM 346 School-Community Relations (EDUC) (3)
COMM 430 Political Communication (POLS) (3)
COMM 490 Special Topics (3)
COMM 492 Internship/Service Learning (1-6)

Emphasis Requirements (12 units)

(Choose one emphasis below)

Environmental Communication Emphasis

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

Plus three electives (9 units)
ANTH 332 Human Ecology (ESRM) (3) D, INTD
BIOL 313 Conservation Biology (ESRM) (4) (Prereq. BIOL 200)
BIOL 433 Ecology and the Environment (4) (Prereq. BIOL 200) B2, INTD
CHEM 301 Environmental Chemistry (3) (Prereq. CHEM 122)
COMM 450 Environmental Conflict Resolution (ESRM/POLS) (3)
ENGL 337 Literature of the Environment (3) C2, D, INTD
ESRM 329 Environmental Law and Policy (3) Prereq. ESRM 100)
ESRM 462 Coastal and Marine Resource Management (4) (Prereqs. BIOL 433, ESRM 200, 329)
ESRM 463 Water Resources Management (4) (Prereqs. BIOL 433, ESRM 200, 329)
ESRM 464 Land Use Planning & Open Space Management (4) (Prereqs. BIOL 433, ESRM 200, 329)
ESRM 482 Issues in Environmental Planning & Resource Management (3) (Prereqs. BIOL 433, ECON 362, ESRM 329)
ESRM 483 Issues in Global Resource Management (Prereqs. BIOL 433, ECON 362, ESRM 329) (3)
GEOL 321 Environmental Geology (4) B1

Select either:
GEOL 121 Physical Geology (4) or
GEOL 122 Historical Geology (3)

Health Communication Emphasis

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

Plus three electives (9 units):
ANTH 104 Introduction to Bioanthropology (3) B2
ANTH 443 Medical Anthropology: Cross Cultural Perspectives on Health & Healing (3) D, INTD
BIOL 331 Biotechnology in Twenty-First Century (BUS) (3) B2, D, INTD
BIOL 332 Cancer and Society (3) B2, D, INTD
BIOL 333 Emerging Public Health Issues (3) B2, E, INTD
BIOL 432 Principles of Epidemiology and Environmental Health (3) B2, D, INTD (Prereq. BIOL 201, CHEM 122)
BUS 341 Drug Discovery and Development (CHEM/ECON) B1, D, INTD (3)
HLTH 322 Health Issues in Education (2) E
MGT 426 Management of Healthcare Organizations (3) (Prereq. MGT 307)
NRS 352 Health Promotion and Patient Education Strategies (3)
PSY 342 Complementary and Alternative Health (NRS) (3) C3b, E, INTD
PSY 348 Healthy Aging (SOC/NRS) (3) D, E, INTD

Business & Nonprofit Communication Emphasis

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

Plus three electives (9 units)

BIOL	326	Scientific & Professional Ethics (MGT) (3)
COMM	333	Nonprofit Organizations (BUS/ECON/ POLS) (3) D, INTD
BUS	340	Business & Economics in American Literature (ECON/ENGL) (3) C2, D, INTD
ECON	329	Managerial Economics (3) (Prereq. ECON 110, 111 and MATH 140 or 150)
ECON	370	The World Economy (3) (Prereq. ECON 110 or 300)
ECON	471	International Trade (3) (Prereq. ECON 310 or 329)
ENGL	483	Technical Visual Communication (3)
MGT	307	Management of Organizations (3)
MGT	310	Management of International Business (3)
MGT	325	Entrepreneurial Management (3)
MGT	421	Human Resource Management (3) (Prereq. MGT 307)
MKT	310	Principles of Marketing (3)
MKT	410	International Marketing Management (3) (Prereq. MKT 310)
POLS	320	Public Administration (3)
PSY	432	Seminar in Leadership (3) D, E, INTD

Requirements for the Minor in Communication (18 units)

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

Lower Division Requirements (9 units)

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

Select one of the following:

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

Upper Division Requirements (9 units)

Select three courses from any Upper Division COMM course

COMPUTER SCIENCE

Programs Offered

- Bachelor of Science in Computer Science
- Minor in Computer Science
- Master of Science in Computer Science
- Bachelor of Science in Information Technology

The Computer Science degree offers the latest cutting edge education for various industrial and applied fields. Students are given a strong background in computer hardware and software, as well as a substantial amount of "hands-on" experience. The program stresses interdisciplinary applications in other sciences and business and prepares students for graduate studies.

Careers

The program prepares students for careers in high-tech, computer and Internet-driven industries, where interdisciplinary, dynamic and innovative professionals trained in the latest technologies are increasingly sought.

Program Learning Outcomes

Students graduating from the Computer Science program will be able to:

- Demonstrate critical thinking and problem solving skills by identifying, evaluating, analyzing and presenting fundamental software solutions and their applications;
- Demonstrate the knowledge of current computing practices and broad technology use in industry and society, including a working knowledge of software development techniques;
- Be cognizant of emerging new technologies and industrial practices connected to the computer industry;
- Demonstrate communication, research and cooperation skills by working effectively with others in interdisciplinary group settings - both inside and outside the classroom; and
- Demonstrate a sense of exploration that enables them to pursue rewarding careers in high- tech and bio-tech industries with life-learning.

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Requirements for the Bachelor of Science in Computer Science (122 units)

Lower Division Requirements (42 units)

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

Science: A two semester science sequence and an additional science course (with lab) in Physics, Biology, or Chemistry (11-12, GE-B1 and B2)

Upper Division Requirements (40 units)

Major Requirements (31 units)

COMP	350	Introduction to Software Engineering (3)
COMP	362	Operating Systems (3)
COMP	447	Societal Issues in Computing (3) (GE-B4, D, Interdisciplinary)
COMP	454	Automata, Languages and Computation (3)
COMP	499	Capstone Project (3)
COMP	491	Capstone Preparation (1)
MATH	300	Discrete Mathematics (3)
MATH	352	Probability and Statistics (3)
MATH	354	Analysis of Algorithms (3)
MATH	448	Scientific Computing, GE-B3, B4, Interdisciplinary (3)

Choose three units from the following:

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

Electives (9 units)

Choose nine Elective units from:

COMP	345	Digital Image Processing (MATH/PHYS) (3); GE-B1, B4, INTD
COMP	351	Distributed Computing (3)
COMP	421	Unix for Programmers (3)
COMP	422	Design of Compilers (3)
COMP	424	Computer System Security (3)
COMP	425	Computer Game Programming (3)
COMP	429	Computer Networks (3)
COMP	445	Image Analysis & Pattern Recognition (MATH/PHYS) (3); GE-B1, B4, INTD
COMP	451	Advanced Object Oriented Programming (3)
COMP	452	Computational Bioinformatics (MATH) (4)
COMP	462	Embedded Systems (3)
COMP	464	Computer Graphic Systems and Design I (3)
COMP	466	Computer Graphics Systems and Design II (3)
COMP	469	Artificial Intelligence/Neural Nets (3)
COMP	490	Topics in Computer Science (3)
COMP	492	Internship (1-3)
COMP	494	Independent Research (1-3)
COMP	497	Directed Study (3)
ENGL	482	Technical Writing (3)
MATH	429	Operations Research (3)

Proposed Course of Study

Freshman Year (31 units)

COMP	150	Object-Oriented Programming GE-B4 (4)
COMP	151	Data Structures and Program Design (4)
COMP	162	Computer Architecture and Assembly Language (3)
ENGL	105	Composition and Rhetoric (3);* GE-A2
MATH	150	Calculus I (4); GE-B3
MATH	151	Calculus II (4)
MATH	230	Logic and Mathematical Reasoning (3), GE-A3, B3
		GE Section A or C (3)

** **or** ENGL 102 and 103 (6)*

Sophomore Year (23-24 units)

COMP	232	Programming Languages (3)
COMP	232	Computer Organization & Architecture (3)
MATH	240	Linear Algebra (3)
MATH	300	Discrete Mathematics (3)

Select a two-semester science sequence, and an additional lab science course, in Physics, Biology, or Chemistry, GE-B1 and B2 (11-12)

Junior Year (13 units + GE)

COMP	350	Introduction to Software Engineering (3)
COMP	362	Operating Systems (3)
COMP	454	Automata, Languages, & Computation (3)
COMP	491	Capstone Preparation (1)
MATH	354	Analysis of Algorithms (3)

Senior Year (24 units + GE)

COMP	420	Database Theory and Design (3)
COMP	424	Computer System Security (3)
COMP	429	Computer Networks (3)
COMP	447	Societal Issues in Computing (3); GE-B4, D, INTD
COMP	464	Computer Graphic Systems and Design I (3)
COMP	469	Artificial Intelligence/Neural Nets (3)
COMP	499	Capstone Project (3)
MATH	448	Scientific Computing (3) GE-B3, B4, INTD

General Education Courses Included in Major Requirements (18 units):

COMP	150	Object-Oriented Programming (4); GE-B4
COMP	447	Societal Issues in Computing Sciences (4); GE-B4, D
MATH	150	Calculus I (4); GE-B3
MATH	230	Logic and Mathematical Reasoning (3); GE-A3, B3

Requirements for the Bachelor of Science in Computer Science Degree (122 units)

Lower Division Required Major Courses	42
Upper Division Required Major Courses	31
Upper Division Elective Major Courses	9
Elective Courses	6
General Education	28
American Institutions Requirement	6

***Note**: General Education Included in Major Requirements (18)*

Requirements for the Minor in Computer Science (23 units)

The Computer Science minor teaches the fundamentals of computer systems and programming. This minor includes the fundamentals of computer programming, including design, implementation, and testing of object-oriented programs. It also teaches the basic architecture of the computer hardware, including the fundamental components of a computer system and the logical reasoning that it is based upon. Since these computer skills are extremely useful in most other disciplines, enhancing the students knowledge of technology no matter which major they have chosen.

Careers

Computer Programmer; Computer Systems Analyst; Any career that requires a basic knowledge of computer systems and programming

Lower Division Requirements (17 units)

COMP	105	Computer Programming Introduction (3)
COMP	150	Object Oriented Programming (4)
COMP	151	Data Structures and Program Design (4)
COMP	162	Computer Architecture and Assembly (3)
MATH	230	Logic and Mathematical Reasoning (3)

Upper Division Requirements (6 units)

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

Master of Science in Computer Science

(Offered through CSU Channel Islands Extended Education Program)

The MS in Computer Science prepares students for advanced careers in high-tech, computer-driven industries, including applications to business, aerospace, education, military, and government where interdisciplinary, dynamic and innovative professionals trained in latest technologies are increasingly sought. Students develop a strong background in computer theory, software and hardware, as well as skills to conduct applied research. The program stresses interdisciplinary applications while preparing students for a wide range of industry, academic, and research positions.
http://www.cs.csuci.edu/MSCS/

Admission

Students seeking admission are expected to have an undergraduate degree in computer science, mathematics, engineering, or science. The applicant is expected to have a 2.7 or higher cumulative undergraduate grade point average (GPA). A GRE report is also required for applicant whose GPA is less than 3.0.

Graduation

To obtain the degree, the student must complete each course with a minimum grade of B, and defend a thesis before an examination committee.

Required Courses (32 units)

COMP	599	(Graduate Seminar) (2)
COMP	597	(Thesis) (6)
Electives (minimum of 18 units must be COMP) (24)		

Electives (24 units)

A minimum of 18 units must be COMP

COMP	510	Algorithms (3)
COMP	520	Advanced Database Systems (3)
COMP	524	Security (3)
COMP	529	Network Computing (3)
COMP	549	Human-Computer Interaction (3)
COMP	550	Advanced Software Engineering (3)
COMP	569	Artificial Intelligence (3)
COMP	571	Biologically Inspired Computing (3)
COMP	572	Neural Networks (3)
COMP	575	Multi-agent Systems (3)
COMP	578	Data Mining (3)
COMP	590	Special Topics in Computer Science (3)
COMP	581	Mathematical Methods in Artificial Intelligence (MATH) (3)
COMP	597	Master Thesis (1-6)
COMP	599	Graduate Seminar (1)
MATH	510	Probabilistic Methods & Measure Theory (3)
MATH	511	Functional Analysis (3)
MATH	555	Actuarial Sciences (3)
MATH	565	Research In Mathematics Education (3)
MATH	582	Number Theory And Cryptography (3)
MATH	584	Algebraic Geometry & Coding Theory (3)

MATH	587	Markov Chains & Markov Processes (3)
MATH	588	Stochastic Analysis (3)
PHYS	510	Advanced Image Analysis Techniques (3)
PHYS	546	Pattern Recognition (3)

Graduate Writing Assessment Requirement

Writing proficiency prior to the awarding of the degree is demonstrated by successful completion of COMP 597 Masters Thesis with a grade of B or higher.

Bachelor of Science in Information Technology

Programs Offered

- Bachelor of Science in Information Technology

This BSIT program is specifically designed to provide an avenue of advancement for students with associate's degrees in a technology discipline such as networking (e.g.: Moorpark College's Associate in Science Degree in Computer Network Systems Engineering). This new program gives the student the opportunity to complete a Bachelor of Science degree in Information Technology. The course work will provide a foundation in mathematics, programming, networking, databases, web, computer architecture and information systems. The BSIT sits between a BS in Computer Science and a BS in Management Information Systems, emphasizing the fastest growing segments of the both: Web Systems, Databases, and Networks. For a foundation, the BSIT program draws from both camps: mathematics, science, and computer programming from Computer Science, and business organization and project management from Management Information Systems. From there it adds depth in Web Programming and Technology, Database Theory and Design, and Data Communications and Networking, while allowing for further depth in these or related areas such as e-Commerce, Computer Security, and Multimedia.

Careers

Potential career option for BSIT graduates include: Computer Systems Integrator, Computer Systems Manager, Information Technology Designer, Information Technology Support, Database Systems Manager, Database Systems Designer, Data Communications Analyst, Network Manager, Network Designer, Web Technology Manager, Web Technology Support.

Program Learning Outcomes and Contact Information

http://www.cs.csuci.edu/

Requirements for the Bachelor of Science in Information Technology (120 units)

Lower Division Requirements

Students entering this program are expected to have completed an associate's degree (or equivalent) in a technology area, including:

1. Statistics
2. One semester of a Laboratory science (Physics, Chemistry, or Biology).
3. First course in a computer programming language such as C, Java or C++.
4. First course in Computer Architecture and Assembly Language.
5. CSU GE Certification or courses fulfilling the CSUCI lower division general education requirements.
6. A minimum of 10 units of lower division coursework in a technology area (computer technology, electronics technology, manufacturing technology, engineering, computer science, etc.).

Students who have not completed these 60 units prior to their admission to the program will be required to complete them at CSUCI or a community college. Course substitutions for these requirements may be made with the approval of the program chair.

Upper Division Requirements (60 units)

Mathematics and Science Requirements (7 units)

MATH	301	Discrete Mathematics for IT (3)
Lab Science II-Physics, Chemistry or Biology (4)		

Core Courses (25 units)

COMP	151	Data Structures and Program Design (4)
COMP	262	Computer Organization and Architecture (3)
COMP	362	Operating Systems (3)
IT	280	Web Programming (3)
IT	420	Database Theory and Design for IT (3)
IT	429	Computer Networks for IT (3)
MIS	310	Management Information Systems (3)
MGT	307	Management of Organizations (3)

Upper Division Interdisciplinary GE (9 units)

As a graduation requirement, all CSUCI students must complete 48 units of General Education. Nine of the 48 units must be resident upper division, interdisciplinary courses numbered in the 330-349 or 430-449 ranges.

Electives (15 units)

Choose 15 units from the following:

Note: 9 units of the 15 units must be taken in IT courses

ART	324	Communication Design Technology: Web Design (3)
ART	326	Digital Media Art: 3D Computer Animation (3)
COMP	232	Programming Languages (3)
COMP	337	Survey of Computer Gaming (3)
COMP	345	Digital Image Processing (MATH/PHYS) (3)
COMP	350	Introduction to Software Engineering (3)

COMP	425	Computer Game Programming (3)
COMP	447	Societal Issues in Computing (3)
COMP	449	Human Computer Interaction (PSY) (3)
COMP	452	Computational Bioinformatics (MATH) (4)
IT	400	e-Commerce (3)
IT	401	Web Intelligence (3)
IT	424	Computer System Security for IT (3)
IT	402	Advanced IT Programming (3)
IT	424	Computer System Security for IT (3)
IT	464	Computer Graphics for IT (3)
IT	469	Artificial Intelligence/Neural Networks for IT (3)
IT	490	Special Topics for IT (3)
MATH	137	Strategies and Game Design (3)
MATH	330	Mathematics and Fine Arts (3)
MATH	437	Mathematics for Game Programming (3)

(Additional electives to be added based on faculty availability).

Capstone (5 units)

MGT	471	Project Management (3)
IT	499	BSIT Capstone Project (1)

BSIT Summary (120 units)

Lower Division Requirements	60
Mathematics and Science Requirements	7
Core Courses	25
Upper Division Interdisciplinary GE	9
Upper Division Electives	15
Capstone	4

Proposed Course of Study

Junior Year

Fall

Lab Science II (Bio, Chem, or Phys) (4)

ENGL	330	Interdisciplinary Writing (3)
COMP	151	Data Structures (4)
COMP	262	Computer Organization and Architecture (3)
MATH	301	Discrete Mathematics for IT (3)

Spring

COMP	447	Societal Issues in Computing (3)
COMP	362	Operating Systems (3)
IT	280	Web Programming (3)
IT	420	Database Theory and Design for IT (3)
MGT	307	Management of Organizations (3)

Senior Year

Fall

IT	400	e-Commerce (3)
IT	402	Advanced IT Programming (3)
IT	429	Computer Networks for IT (3)
MGT	471	Project Management (3)
MIS	310	Management Information Systems (3)

Spring

COMP	449	Human Computer Interaction (PSY) (3)
IT	424	Computer System Security for IT (3)
IT	401	Web Intelligence (3)
IT	499	BSIT Capstone (1)

COMPUTER GAME DESIGN AND DEVELOPMENT

Programs Offered

- Minor in Computer Game Design and Development

The design and development of computer games is a rapidly growing academic area. It is highly interdisciplinary and is having a major impact on all levels of education. The gaming industry requires specialists with a variety of backgrounds. Game companies need artists, mathematicians and computer scientists, but also writers for story building, psychologists for creating a fun factor in games, and business-savvy professionals, who ensure financial soundness of the endeavors. In addition, the use of games by a growing part of the population has serious societal and legal implications that need to be studied. This computer gaming minor is a blend of several disciplines, including a wide range of academic areas, such as Art, Business, Mathematics, Psychology and Computer Science. This minor is meant to meet the need of an interdisciplinary curriculum that prepares students with a working knowledge necessary to pursue a career in the gaming industry. As such it is consistent with the interdisciplinary mission of CSUCI.

Careers

This interdisciplinary minor will provide students with the skills needed for a variety of careers in the field of Computer Game Design and Development. Students in this minor will receive a foundation in artistic, mathematical, psychological and computer programming tools and techniques relevant to the design and development of computer games as well as in business methodologies applicable to Computer Gaming. Legal and societal implications of computer games will also be studied.

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Requirements for the Minor in Computer Game Design and Development (24-39 units)

Lower-Division Requirements (12 units) (including pre-/co-requisites)

(including pre-/co-requisites)

ART	205	Multimedia (3)
ART	206	Animation (3)
COMP	105	Introduction to Programming (3)
MATH	137	Strategies and Game Design (3)

Upper-Division Requirements (3 units)

(including pre-/co-requisites)

COMP	437	Foundations of Computer Game Development (3)

Lower and Upper-Division Electives (9 units)

(not including pre-requisite courses)

Select three courses from the following list.
Note: Prerequisites are indicated in parentheses.

Note: If students choose among the following four courses the computer gaming minor may be completed with 24 units.

ART	315	Animation Media and Techniques (3) (ART 206)
ART	327	Communication Design Technology: Multimedia Theory and Process (3) (ART 205)
COMP	337	Survey of Computer Gaming (3)
MGT	307	Management of Organizations (3)

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

ART	326	Digital Media Art: 3D Computer Animation (3) (ART 206, ART 312)
ART	492	Internship in the Arts (1-3) (Senior Standing, Art Program Portfolio, and consent of the instructor)
ART	494	Directed Independent Study (1-3) (Senior Standing, Art Program Portfolio, and consent of the instructor)
COMP	350	Introduction to Software Engineering (3) (COMP 150, COMP 151, COMP 162, COMP 232, COMP 262)
COMP	425	Computer Game Programming (3) (COMP 150, COMP 151)
COMP	449	Human-Computer Interaction (PSY) (3) (Programming experience or consent of instructor)
COMP	464	Computer Graphic Systems and Design I (3) (COMP 150, COMP 151, COMP 162, COMP 232, COMP 262, COMP 350, MATH 240)
COMP	469	Artificial Intelligence/Neural Nets (3) (COMP 232, COMP 262, COMP 350, COMP 362)
COMP	492	Internship in the Arts (1-3) (Upper division standing and program approval of written proposal)
COMP	494	Independent Research (1-3) (Upper division standing and Program approval of written proposal)
MATH	354	Analysis of Algorithms (3) (MATH 300 and some computer programming experience)
MATH	437	Mathematics for Game Development (3) MATH 137 or MATH 300)
MATH	492	Internship (1-3) (Upper division standing and program approval of written proposal)
MATH	494	Independent Study (1-3) (Upper division standing and program approval of written proposal)
MGT	471	Project Management (3) (MGT 307)

EARLY CHILDHOOD STUDIES

Program Offered

- Bachelor of Arts in Early Childhood Studies (Pending Approval from the Chancellor's Office)

The Bachelor of Arts Degree in Early childhood Studies will prepare graduates with the requisite knowledge and skills to effectively work with young children and their families from birth through eight years of age. Students will acquire knowledge and skills in order to serve typically developing young children and those with disabilities within the natural settings of home, community, and schools.

The academic program will offer core curricula and practica in early childhood development and pedagogy while highlighting the contextual influences of family, culture, language, and society. Embedded in the program are the competencies for the Childhood Development-Permit Teacher or Director (California Commission on Teacher Credentialing). There is a specific programmatic focus on the preparation of graduates who possess knowledge and skills in second language acquisition and literacy for young English learners. A program option includes the background knowledge for subject matter preparation for the multiple subjects and special education teaching credentials.

The Early Childhood Studies Program is distinctive in that the major emphasizes the first eight years of life as extremely significant in children's development. The philosophy implicit in the Early Childhood Studies Program is reflective of the Position Statements and Early Childhood Professional Preparation Standards of the National Association for the Education of Young Children that include:

- Promoting child development and learning
- Building family and community relationships–whatever their structure, language, ethnicity, and child's ability or disability
- Delivering developmentally effective assessment and teaching practices
- Preparing early childhood professionals beyond a foundational level in order to support the acquisition and application of advanced knowledge and skills.

Careers

The program will prepare graduates for multiple career paths in the fields of teacher education, health and human services. These careers include infant/toddler and preschool teachers, early interventionists, administrators of centers for young children and families. The program will provide the subject matter preparation for continuing study in the areas of multiple subjects and special education teaching credentials, as well as related professional programs in health and human services such as child life specialists and counselors. Graduates will also be prepared to pursue graduate studies in related fields such as, education, social work, human development, and counseling.

Program Learning Outcomes and Contact Information

- Students can teach and administer in programs serving young children (with and without disabilities) from birth through eight and their families
- Students are able to teach all subjects in their area of specialty
- Students understand and relate to diversity of languages and cultures in and among children and families
- Students can meet the diverse needs of all children including those with special needs
- Students are reflective and deliberative practitioners
- Students link content to pedagogy
- Students actively engage children in their learning
- Students integrate research, theory and best practice into

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Requirements for the Bachelor of Arts Degree in Early Childhood Studies (120 units)

Lower Division Requirements (24-25 units)

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

Spanish College Level (3-4 units)

Select one of the following:

SPAN	101	Elementary Spanish I (4) GE C3a
SPAN	102	Elementary Spanish II (4) GE C3a
SPAN	201	Intermediate Spanish I (4) GE C3a, C3b
SPAN	201	Intermediate Spanish I (4) GE C3a, C3b
SPAN	211	Spanish for Heritage Speakers I (4) GE C3a
SPAN	212	Spanish for Heritage Speakers II (4) GE C3a
SPAN	301	Advanced Spanish: Part I (3)
SPAN	302	Advanced Spanish: Part III (3)

American Institutions Requirements (6 units)

HIST	275	The United States to 1900 (3)
POLS	150	American Political Institutions (3)

Upper Division Requirements (48 units)

ECS	320	Early Childhood Service Delivery Models and Programs for Young Children (3)
ECS	322	Early Childhood Program Administration (3)
ECS	325	Typical and Atypical Development: Birth-Age 8 (3)
ECS	456	Working with Parents (3)
ECS	460	Infant/Toddler Assessment and Intervention (3)
ECS	461	Infant/Toddler Student Teaching and Seminar (4)
ECS	468	Early Numeracy and Literacy for Children Ages 3-8: Multicultural/Multilingual (3)
ECS	470	Preschool/Primary Assessment and Teaching Strategies (3)
ECS	471	Preschool/Primary Student Teaching and Seminar (4)
EDML	461	Theory, Methods, and Applications in Bilingual Education (3)
EDUC	512	Equity, Diversity and Foundations of Schooling (3) GE C3b Senior standing
ENGL	475	Language in Social Context (3)
HLTH	322	Health Issues in Education (2) GE E
PHED	302	Motor Learning, Fitness and Development in Children (2) GE E
SPED	345	Individuals with Disabilities in Society (PSY) (3) GE D, E, INTD
SPED	546	Consultation and Collaboration with Families and Professionals (3) *Senior standing*

Students considering a Multiple Subject or Special Education credential are strongly urged to complete the following courses. These courses in conjunction with other program requirements provide the subject matter background knowledge tested on the CSET-Multiple Subjects examination.

Select either:

BIOL	100	Exploring the Living World (4) GE B2 or
BIOL	170	Foundations of Life Science (4) GE B2

Additional courses:

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

University Electives and General Education Requirements (48 units)

Electives (42 units)

Interdisciplinary Electives (6)

Total Units for Graduation

Lower Division Requirements	24-25
Upper Division Requirements	48
University Electives	48
TOTAL	**120**

SCHOOL OF EDUCATION

Programs Offered

- Early Childhood Studies
  (See Early Childhood Studies Major)
- Liberal Studies (See Liberal Studies Major)
- Multiple Subject Teaching Credential
- Single Subject Teaching Credential
- Special Education Teaching Credential Level I
- Special Education Teaching Credential Level II
- Master of Arts in Education: Specializations in Educational Leadership and Special Education
- Administrative Services Credential
- Cross-Cultural Language and Academic Development (CLAD Certificate)
- Bilingual Cross Cultural Language and Academic Development (BCLAD Certificate to accompany Multiple Subject Teaching Credential)

The School of Education is devoted to the advancement of teaching and learning. Our image for teacher education begins with a vision for pre-kindergarten to grade 12 schools programs in the 21st century. The transformation from an industrial economy to an information society in the U.S., combined with an increasing emphasis on global issues and technology, demands more highly skilled adults to function effectively in the workforce. Young people who complete their schooling are the most educationally, socially and economically advantaged. They become adults who are lifelong learners and have the basic skills necessary for leading a full and rewarding life in an interdependent society and an information and service driven economy. The power of educators to make the fundamental difference in students' lives makes education the most important social service.

The Education Program builds from the foundation of the undergraduate Liberal Studies option in Teaching and Learning. Early Childhood Studies major and academic majors in biology, English, mathematics and history/social science (subject matter programs) and extends to Masters of Arts in Education. Our Education Programs contribute to the teaching profession by producing teachers and school administrators who believe that all students have the ability to achieve high standards, who adapt their teaching to reach all students, and who respect the diversity of all students. Our graduates are reflective about their teaching, their attitudes, and their ability to work in collaborative analytical teams. The Master of Arts in Education program focuses on Educational Leadership or Special Education. The Educational Leadership specialization leads to the Preliminary Administrative Services Credential. The Special Education specialization leads to the Educational Specialist Mild/Moderate Level II Credential.

All credential programs have been approved by the California Commission on Teacher Credentialing except the BCLAD certificate. Approval of this certificate is pending. Students who are hired by local public schools on emergency credentials may be eligible for an internship program. Contact the credential advisor for an internship application.

Program Learning Outcomes

- Students can teach all subjects in their area of specialty.
- Students are able to teach children with English as first or second language.
- Students understand and relate to diversity of languages and cultures in and among children and families.
- Students can meet the diverse needs of all students including those with special needs.
- Students are reflective and deliberative practitioners.
- Students link content and pedagogy.
- Students actively engage children in their learning.
- Students integrate research, theory, and best educational practice into their teaching.

Credential Office

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Multiple Subject Teaching Credential Program

This program specifically prepares teachers for the diversity of languages and cultures often encountered in California's public school classrooms. It prepares candidates to address the needs of students who speak English as a native language and/or as a second language in the elementary school setting. An underlying principle of the program is the belief that all children (regardless of race, ethnicity, gender, ability or economic status) are capable of learning. Emphasis is placed on the K-8 student as actively engaged in his/her learning.

Careers

The Multiple Subject Credential Program prepares teachers to work with students in grades K-8 with responsibility for all subject areas in a self-contained classroom. Multiple Subject Credential Teachers most often teach in elementary, middle school

Requirements for Admission to the Multiple Subject Teaching Credential Program

1. **Application**. Apply to both the University and the School of Education. Applications to the School are available in the Credential Office.
2. **Basic Skills Examination**. Students must pass either the California Basic Educational Skills Test (CBEST) or the revised California Subject Examination for Teachers (CSET) Multiple Subjects Examination plus Writing Skills, prior to admission to the Multiple Subject Teaching Credential Program. Students are urged to take either of these examinations at the earliest possible time after deciding to pursue a teaching credential.
3. **Subject Matter Preparation**. The CSU Channel Islands Liberal Studies in Teaching and Learning option best prepares students for the subject matter knowledge and skills required for the Multiple Subject Teaching Credential Program. All students must pass the California Subject Examination for Teachers (CSET) Multiple Subjects Examination prior to admission to the Multiple Subject Credential Program. The CSET examination results are valid for five years from the date of passing and must be valid upon final completion of the program.
4. **Prerequisite Courses in Education (16-20 units)**. If taken at CSU Channel Islands, the course must be completed within seven (7) years prior to beginning the program with a grade of "C" or better. If an equivalent course at another college or university has been taken, it must have been completed within five (5) years prior to beginning the program.

ENGL	475	Language in Social Context (3)
EDUC	510	Learning Theory and Development Applied in Multicultural Contexts (3)
EDUC	512	Equity, Diversity and Foundations of Schooling (3)
EDUC	520	Observing and Guiding Behavior in Multilingual/Multicultural and Inclusive Classrooms (3)
EDUC	521	Field Experience (1)
PSY	345	Individuals with Disabilities in Society (SPED) (3)

For Bilingual, Crosscultural, Language, and Academic Development (BCLAD) add:

EDUC	445	Chicano Child and Adolescent (4)

5. **U.S. Constitution**. Knowledge of the U.S. Constitution demonstrated by completion of two units (semester) of a college level course or college level examination.
6. **Grade Point Average**. A student must have a cumulative grade point average (GPA) of 2.67 or 2.75 in the last 60 semester units completed to be accepted. If a student does not have the required GPA, conditional admission may be available on a limited basis.
7. **Health Clearance**. Evidence of a negative tuberculin test is required. The tuberculin test is valid for four (4) years and must be valid through student teaching. The tuberculin test may be completed at a private physician's office, the County Health Department, or the CSU Channel Islands Student Health Center.

8. **Certificate of Clearance**. Students must possess or apply for a valid Certificate of Clearance as part of admission. A copy of an emergency permit satisfies the clearance requirement. The Certificate of Clearance is a background check and clearance conducted by the Department of Justice and Federal Bureau of Investigation.
9. **Official Transcripts**. One official set of transcripts from each of the colleges or universities attended must be mailed directly to the CSU Channel Islands Office of Admissions and Records.
10. **Two Recommendations**. Two recommendation forms must be submitted with the program application. Recommendation forms must be completed by faculty members, employers, and/or others knowledgeable about the applicant's personal qualities and potential to work with children.
11. **Experience**. At least 45 hours of documented field experience in a K-8 classroom or an equivalent documented field experience must be completed.
12. **Bachelor's Degree.** A Bachelor's degree or all undergraduate academic subjects must be satisfied toward a bachelor's degree before entering a teacher education program. A bachelor's degree is a requirement for teacher certification.
13. **Writing Sample**. Writing samples are required as part of the application process. The writing sample includes a 500-600 word essay describing the applicant's interest in teaching children with the diversity of languages and cultures represented in California schools.
14. **Interview**. A panel of Education Program will interview candidates once all other portions of the admissions requirements are complete.

Note: The California Commission on Teacher Credentialing (CCTC) requires passing the Reading Instruction Competence Assessment (RICA) for the initial issuance of a Multiple Subject Credential. It is recommended that the Assessment be taken after completion of the Literacy 1 course in the credential program. Certification in adult, infant and child CPR competency is required by the CCTC for an initial issuance of a teaching credential.

BCLAD: **Spanish Emphasis Language Assessment**
Students who wish to complete the BCLAD Emphasis in Spanish should sign up for the language assessment prior to admission. This must be passed prior to the beginning of bilingual student teaching. Please visit the website of the California Commission on Teacher Credentialing for information regarding test 6: The Language of Emphasis, for testing dates: http://www.ctc.ca.gov

Program Maintenance Requirements: As a condition of remaining in the program, students must maintain a grade point average of 3.0 (B) or better, with no course grades lower than a C+.

Requirements for the Multiple Subject Teaching Credential

Full-time Multiple Subject Credential Program (36-40 units)

EDMS	522	Literacy 1: Multicultural/Multilingual (4)
EDMS	523	Literacy 2: Multicultural/Multilingual (3)
EDMS	526	Modern Methods in Mathematics Teaching (4)
EDMS	527	History, Social Studies and Integrated Arts (4)
EDMS	529	Science, Health & Physical Education (4)
EDMS	562	Field Experience: Multiple Subject (Part-time program ONLY) (2)
EDMS	565	Initial Student Teaching Multiple Subject (7)
EDMS	566	Initial Student Teaching Seminar Multiple Subject (2)
EDMS	575	Advanced Student Teaching Multiple Subject (7)
EDMS	576	Advanced Student Teaching Seminar Multiple Subject (2)

For BCLAD Add:

EDML	563	Primary Language Pedagogy and Literacy 1 (2)
EDML	564	Primary Language Pedagogy and Literacy 2 (2)

Most courses are taught in 8 weeks followed by 8 weeks of student teaching in a school arranged by the Director of Field Placements.

Students planning to complete the program in two semesters should enroll in the full-time program (36- 40 units). Students planning to take three to six semesters to complete the program should enroll in the part-time program (36+ units). All part time students must consult with the Multiple Subject Program Advisor to plan their course of study.

Students must be enrolled in either a field placement or student teaching each semester. Placements are arranged by the Director of Field Placements.

Program Maintenance Requirements
As a condition of remaining in the program, students must maintain a grade point average of 3.0 (B) or better, with no course grades lower than a C+.

Part-time Multiple Subject Credential Program (38-42 units)

Students interested in a part-time or internship program must consult with the Multiple Subject program advisor to plan their course of study.

First Semester (18-10 units)

EDMS	522	Literacy 1: Multicultural/Multilingual (4)
EDMS	526	Modern Methods in Mathematics Teaching (4)
EDMS	562	Field Experience Multiple Subject (Part-time program) (2)

For BCLAD add:

EDML	563	Primary Language Pedagogy and Literacy I (2)

Second Semester (10 units)

EDMS 523 Literacy 2: Multicultural/Multilingual (3)
EDMS 527 History, Social Studies and Integrated Arts (4)
EDMS 562 Field Experience: Multiple Subject (Part-time program) (2)

Third Semester (12 units)

EDMS 529 Science, Health and Physical Education (4)
EDMS 565 Initial Student Teaching Multiple Subject (7)
EDMS 566 Initial Student Teaching Seminar Multiple Subject (1)

Fourth Semester (8-10 units)

EDMS 575 Advanced Student Teaching Multiple Subject (7)
EDMS 576 Advanced Student Teaching Seminar Multiple Subject (2)

For BCLAD add:

EDML 564 Primary Language Pedagogy and Literacy II (2)

Single Subject Teaching Credential Program

This program specifically prepares teachers for the diversity of languages and cultures often encountered in California Public Schools. The program prepares candidates to address the needs of students who speak English as a native language and/or as a second language in the secondary school setting. An underlying principle of the program is that all students (regardless of race, ethnicity, gender, ability or economic status) are capable learners. Currently, Single Subject Credentials are offered in mathematics, English and the sciences. Beginning Spring 2009, history/social studies will be offered pending approval of the CCTC.

Careers

The Single Subject Teaching Credential Program prepares teachers to work with students in subject specific content areas in departmentalized schools. Single Subject Credential Teachers most often teach in departmentalized middle, junior and high schools.

Requirements for Admission to the Single Subject Teaching Credential Program

1. **Application**. Apply to both the University and the Education Program. Applications for the Program are available in the Credential Office.
2. **CBEST Examination**. Students must pass the California Basic Educational Skills Test (CBEST) prior to admission to the Single Subject Teaching Credential Program. Students are urged to take this examination at the earliest possible time after deciding to pursue a teaching credential. CBEST must be passed before certification or intern teaching.
3. **Subject Matter Preparation**. Prior to admission to the Single Subject Teaching Credential Program, students in the specific content area from other colleges or universities. Students who have not completed a state-approved subject matter program must pass the California Subject Examination for Teachers (CSET) in the subject matter area of the single subject credential prior to admission to the Credential Program. The CSET examination results are valid for five years from the date of passing and must be valid upon final completion of the program.
4. **Prerequisite Courses in Education (16 units)**. If taken at CSU Channel Islands, the courses must be completed within seven (7) years prior to beginning the program with a grade of "C" or better. If an equivalent course at another college or university has been taken, it must have been completed within five (5) years prior to beginning the program.

   EDSS 515 Adolescent Development for Secondary Educators (3)
   EDUC 512 Equity, Diversity and Foundations of Schooling (3)
   EDUC 520 Observing and Guiding Behavior in Multilingual/Multicultural and Inclusive Classrooms (3)
   EDUC 521 Field Experience (1)
   ENGL 475 Language in Social Context (3)
   SPED 345 Individuals with Disabilities in Society (3)

5. **U.S. Constitution**. Knowledge of the U.S. Constitution demonstrated by completion of two units (from a semester program) of a college level course or college level examination.
6. **Grade Point Average**. A student must have a cumulative grade point average (GPA) of 2.67 or 2.75 in the last 60 semester units completed to be admitted into the Single Subject Credential Program offered at CSUCI. If a student does not have the required GPA, conditional admission may be available on a limited basis.
7. **Health Clearance**. Evidence of a negative tuberculin test is required. The tuberculin clearance is valid for four (4) years and must be valid through student teaching. The tuberculin test may be completed at a private physician's office, the County Health Department, or the CSUCI Student Health Center.
8. **Certificate of Clearance**. Students must possess or apply for a valid *Certificate of Clearance* as part of admission to the Teaching Credential Program. A copy of an emergency permit satisfies the clearance requirement. The *Certificate of Clearance* is a background check and clearance conducted by the Department of Justice and Federal Bureau of Investigation.
9. **Official Transcripts**. One official set of transcripts from each of the colleges or universities attended must be mailed directly to the CSU Channel Islands Admissions and Records.
10. **Two Letters of Recommendation**. Two letters of recommendation from faculty, employers, and/or others who are knowledgeable about the student's personal qualities and potential to work with children must be submitted with the program application.
11. **Experience**. At least 45 hours of documented field experience in a 7-12 classroom or an equivalent documented field experience must be completed.

12. **Bachelor's Degree**. A bachelor's degree or, for the student still in his/her last term, all undergraduate academic subjects for a bachelor's degree must be completed or in progress before entering the Single Subject Teaching Credential Program. A bachelor's degree is a requirement for teacher certification.
13. **Writing Sample**. Writing samples are required as part of the application process. The writing sample includes a 500-600 word essay describing the applicant's interest in teaching children with the diversity of languages and cultures represented in California schools.
14. **Interview**. An interview is conducted by the Education Program Admissions Committee once all other portions of the admissions requirements are complete. Students are not eligible for financial aid as a credential student until all admissions requirements are met including the interview.

Note: Certification in adult, infant and child Cardiopulmonary Resuscitation (CPR) competency is required by the California Commission on Teacher Credentialing (CCTC) for an initial issuance of a teaching credential.

Requirements for the Single Subject Teaching Credential

EDSS	530	General Secondary School Methods (3)
EDSS	550	Access to Learning: English Language Learners (2)
EDSS	560	Access to Learning: Special Needs Learners (2)
EDSS	570	Field Experience Middle School (Part-time program only) (1)
EDSS	571	Student Teaching Seminar-Middle School (2)
EDSS	575	Student Teaching Middle School (6)
EDSS	580	Field Experience High School (Part-time program only) (1)
EDSS	581	Student Teaching Seminar-High School (2)
EDSS	585	Student Teaching High School (6)

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

Students seeking a single subject credential in mathematics take the following courses:

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

Students seeking a single subject credential in science take the following courses:

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

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

EDSS	533	Teaching English in Middle Schools (3)
EDSS	543	Teaching English in High Schools (4)

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

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

Students completing the program in two semesters should enroll in the full-time program (30 units). Students planning to take three to six semesters to complete the program should enroll in the part-time program (31-34 units). Students who are teaching interns must enroll in the part-time program. All students must consult with the Single Subject Program Advisor to plan their course of study.

Placements for the first semester will be in local middle schools. Second semester placements will be in local high schools.

Students must be enrolled in either a field placement or student teaching each semester.

Program Maintenance Requirements

As a condition of remaining in the program, students must maintain a grade point average of 3.0 (B) or better, with no course grades lower than a C+.

Special Education Teaching Credential: Mild/Moderate Disabilities, Level I

The program prepares candidates to teach students with mild/moderate disabilities in self-contained special education and general education classrooms. The program specifically prepares candidates for the diversity of languages and cultures often encountered in California's public school classrooms. The program prepares candidates to address the needs of students who speak English as a native language and/or as a second language in the elementary or secondary school setting. An underlying principle of the program is the belief that all children (regardless of race, ethnicity, gender, ability or economic status) are capable of learning. Emphasis is placed on the K-22 student actively engaged in his/her learning.

This is a post baccalaureate program that has two levels. Level I prepares candidates for a preliminary certificate. After Level I is successfully accomplished, Level II is completed while working in a special education setting and requires the collaboration of the university preparation program and the candidate's employing school department. Successful completion of the Level II program will result in the candidate's eligibility for a professional certificate.

Careers

The Education Specialist Program prepares candidates to complete the California Commission on Teacher Credentialing (CCTC) standards for the preparation of teachers of children with mild and moderate disabilities from kindergarten to grade 12.

Requirements for Admission to the Education Specialist Level I Teaching Credential Program

1. **Application**. Apply to both the University and the Education Program. Applications to the Program are available in the Credential Office.
2. **CBEST Examination**. Students must pass the California Basic Educational Skills Test (CBEST) prior to admission. Students are urged to take this examination at the earliest possible time after deciding to pursue a teaching credential.
3. **Subject Matter Preparation**. The CSU Channel Islands Liberal Studies Option - Teaching and Learning best prepares students for the subject matter knowledge and skills required for the Education Specialist Teaching Credential Program. Students may also complete a state-approved multiple subjects subject matter program from other California colleges or universities. Students who have not completed a state-approved subject matter program must pass a California Subject Examination for Teachers (CSET) in any content area or Multiple Subjects Assessment for Teachers (MSAT) prior to admission to the Education Specialist Credential Program. The CSET or MSAT examination results are valid for five years from the date of passing and must be valid upon final completion of the program Subject matter requirements are currently being revised by the CCTC. Please consult with the Credential Advisor for the latest regulations.
4. **Prerequisite Courses in Education (12 units)**. If taken at CSU Channel Islands, the course must be completed within seven (7) years prior to beginning the program with a grade of "C" or better. If an equivalent course at another college or university has been taken, it must have been completed within five (5) years prior to beginning the program.

ENGL	475	Language in Social Context (3)
EDUC	510	Learning Theory and Development Applied in Multicultural Contexts (3)
EDUC	512	Equity, Diversity and Foundations of Schooling (3)
SPED	345	Individuals with Disabilities in Society (3)

5. **U.S. Constitution. Knowledge of the U.S**. Constitution demonstrated by completion of two units (semester) of a college level course or college level examination.
6. **Grade Point Average**. A student must have a cumulative grade point average (GPA) of 2.67 or 2.75 in the last 60 semester units completed. If a student does not have the required GPA, conditional admission may be available on a limited basis.
7. **Health Clearance**. Evidence of a negative tuberculin test is required. The tuberculin test is valid for four (4) years and must be valid through student teaching. The tuberculin test may be completed at a private physician's office, the County Health Department, or the CSUCI Student Health Center.
8. **Certificate of Clearance**. Students must possess or apply for a valid *Certificate of Clearance* as part of admission to the Teaching Credential Program. A copy of an emergency permit satisfies the clearance requirement. The *Certificate of Clearance* is a background check and clearance conducted by the Department of Justice and Federal Bureau of Investigation.
9. **Official Transcripts**. One official set of transcripts from each of the colleges or universities attended must be mailed directly to the CSU Channel Islands Admissions and Records.
10. **Two Letters of Recommendation**. Two letters of recommendation from faculty, employers, and/or others who are knowledgeable about the student's personal qualities and potential to work with children must be submitted with the program application.
11. **Experience**. At least 45 hours of documented field experience in a K-12 or special education classroom or an equivalent documented field experience must be completed.
12. **Bachelor's Degree**. A bachelor's degree or all undergraduate academic subjects must be satisfied toward a bachelor's degree before entering a teacher education program. A bachelor's degree is a requirement for teacher certification.
13. **Writing Sample**. Writing samples are required as part of the application process. The writing sample includes a 500-600 word essay describing the applicant's interest in teaching children with disabilities and with the diversity of languages and cultures represented in California schools.
14. **Interview**. An interview is conducted by an Education Program Admissions Committee once all other portions of the admissions requirements are complete.

Note: The CCTC requires passing the Reading Instruction Competence Assessment (RICA) for the initial issuance of an Education Specialist Credential. It is recommended that the Assessment be taken after completion of Literacy 1.

Program Maintenance Requirements

As a condition of remaining in the program, students must maintain a grade point average of 3.0 (B) or better, with no course grades lower than a C+.

Requirements for the Education Specialist Level I Teaching Credential

Full-time Education Specialist Level I Credential Program (38 units)

First Semester (17 units)

EDMS	522*+	Literacy 1: Multicultural/Multilingual (3)
EDMS	526*+	Modern Methods in Mathematics Teaching (3)
SPED	541	Foundations of Special Education (2)
SPED	544++	Inclusionary Teaching Methods (2)
SPED	546+	Consultation and Communication with Families and Professionals (3)
SPED	570	Student Teaching in Special Education I (3)
SPED	571	Student Teaching Seminar (1)

Second Semester (21 units)

EDSS	540**+	Literacy in Secondary Schools (3)
SPED	542+	Managing Learning Environments (3)
SPED	543++	Educating Diverse Learners with Mild to Moderate Disabilities (3)
SPED	545+	Assessment of Students with Disabilities (3)
SPED	580	Student Teaching in Special Education II (8)
SPED	581	Student Teaching Seminar (1)

* Not required of individuals holding a valid Multiple Subject Credential
** Not required of individuals holding a valid Single Subject Credential
\+ Coursework requires field experience (SPED 562, EDMS 562) and/or observation time at a school site.
++ Course must be taken with SPED 562, 570, 580 or full time teaching.

Note: Students must demonstrate competence teaching students in elementary and secondary settings. This may occur through field experience, student teaching and prior teaching experiences.

Students interested in a part-time or an internship program must consult with the Education Specialist Advisor to plan their course of study. Students must enroll in either a field placement or student teaching each semester.

Intern Program Education Specialist Level I Credential Program (37 units)

First Semester (11 units)

EDMS	522*+	Literacy 1: Multicultural/Multilingual (3)
SPED	541	Foundations of Special Education (2)
SPED	546+	Consultation and Communication with Families and Professionals (3)
SPED	585	Intern Field Support and Seminar (3)

Second Semester (9 units)

EDSS	540**+	Literacy in Secondary Schools (3)
SPED	542+	Managing Learning Environments (3)
SPED	85	Intern Field Support and Seminar (3)

Third Semester (8 units)

SPED	544++	Inclusionary Teaching Methods (2)
EDMS	526*+	Modern Methods in Mathematics Teaching (3)
SPED	585	Intern Field Support and Seminar (3)

Fourth Semester (9 units)

SPED	543++	Educating Diverse Learners with Mild to Moderate Disabilities (3)
SPED	545+	Assessment of Students with Disabilities (3)
SPED	585	Intern Field Support and Seminar (3)

* Not required of individuals holding a valid Multiple Subject Credential
** Not required of individuals holding a valid Single Subject Credential
\+ Coursework requires field experience (SPED 562, EDMS 562) and/or observation time at a school site.
++ Course must be taken with SPED 562, 570, 580 or full time teaching.
Students must enroll in SPED585 each semester.

Note: Students must demonstrate competence teaching students in elementary and secondary settings. This may occur through field experience, student teaching and prior teaching experiences.

Students interested in a part-time or an internship program must consult with the Education Specialist Advisor to plan their course of study.

Education Specialist: Mild/ Moderate Disabilities Level II Credential

The Education Specialist: Mild/Moderate Disabilities Level II Credential Program at CSUCI is an advanced professional training program for Special Education Teachers. The California Commission on Teacher Credentialing (CCTC) requires that candidates complete the Level II Credential within five years of completion of a Level I Education Specialist Credential. CSUCI's Level II Program builds on the goals and objectives of our Level I Program. This program focuses on the diversity of students, collaboration between professionals and families, and effective instructional practices for students with disabilities. In alignment with the California state standards, the Level II Program has formed a partnership with local school districts. Candidates for the Level II Credential are employed teachers who, in collaboration with their employing school district and the University, develop an induction plan. The induction plan describes the coursework and non-university related professional development activities in which the candidate will participate. Up to 25% of the student's induction plan may be completed through approved non-University activities. During the induction planning stage, the candidate will identify an area of specialization that will be his/her area of focus. University and non-university activities guide the candidate in developing the expertise in the following areas: data-based decision making; behavioral, emotional and environmental supports; current perspectives in special education; transitions from school to work; advanced assessment techniques; curriculum and instruction; and advanced collaboration and consultation with families and professionals.

Requirements for Admission to Education Specialist Level II

1. **CBEST verification**.
2. **Education Specialist**. Mild/Moderate Disabilities Level I Credential.
3. **Evidence of employment as a Special Education teacher**. The Educational Specialist: Mild/Moderate Disabilities Credential Level II requires the student to be employed as a Special Education teacher.
4. **Grade Point Average**. Cumulative grade point average of 3.0 in post baccalaureate or graduate work.
5. **Two Letters of Recommendation**. Two letters of recommendation from professionals who are knowledgeable about the candidate's professional work, at least one of whom is the candidate's current supervisor or administrator. Letters from university faculty describing the candidate's ability to successfully complete graduate work are also recommended.

6. **Interview**. Interview with the Education Programs Admissions Committee.
7. **Writing Sample**. A written statement of purpose in a 400-600 word essay. This essay includes reflections on personal and professional goals, and how the candidate plans to acquire the knowledge and skills in order to achieve these goals.

Note: Candidates are required to complete courses in health education and technology and have certification in adult, infant and child Cardiopulmonary Resuscitation (CPR) for CCTC to issue the Level II credential.

Program Maintenance Requirements

As a condition of remaining in the program, students must maintain a grade point average of 3.0 (B) or better with no course grades lower than a C+. The progress of students in meeting this requirement and in progressing toward completion in a timely manner will be monitored at the conclusion of each term as part of the Induction Planning and Evaluation courses SPED 640 & 641.

Requirements for the Education Specialist Level II Teaching Credential

Option 1: Four semester plan (15 units)

First Semester (4 units)

SPED 640 Induction Planning and Support (1)
SPED 641 Advanced Perspectives in Special Education (3)

Second Semester (3 units)

SPED 642 Advanced Behavior and Environmental Support (3)

Third Semester (3 units)

SPED 643 Advanced Assessment and Instructional Practices for Diverse Learners (3)

Fourth Semester (5 units)

SPED 646 Advanced Collaborative Partnerships and Effective Communication in School Settings (3)
SPED 647 Transition and Career Education (1)
SPED 649 Induction Evaluation (1)

Option 2: Two semester plan (15 units)

First Semester (7 units)

SPED 640 Induction Planning and Support (1)
SPED 641 Advanced Perspectives in Special Education (3)
SPED 643 Advanced Assessment and Instructional Practices for Diverse Learners (3)

Second Semester (8 units)

SPED 642 Advanced Behavior and Environmental Support (3)
SPED 646 Advanced Collaborative Partnerships and Effective Communication in School Settings (3)
SPED 647 Transition and Career Education (1)
SPED 649 Induction Evaluation (1)

Master of Arts in Education

The Master of Arts in Education provides advance preparation for educational professionals. Two specializations are offered at CSU Channel Islands: Educational Leadership and Special Education.

Educational Leadership Specialization

The Educational Leadership Specialization prepares candidates to complete the California Commission on Teacher Credentialing (CCTC) Preliminary Administrative Services Credential. Completion of this Level I administrative program prepares students to serve in positions of educational leadership in the California Public Schools. Through integration of course work and field experiences students are provided multiple opportunities to learn and practice the California Professional Standards for School Leaders. The program offers students understanding and application of leadership skills related to relationship building, communication, and the ability to apply, model, and analyze curriculum, instructional strategies, assessment, standards-based accountability systems, and data-based school improvement. The program also develops each student's understanding of basic school administrative responsibilities including resource management, personnel supervision, and daily operational issues related to safety, law, and public policy.

Prior to recommendation for certification, University faculty determine eligibility, based on fully documented evidence, that each student has demonstrated satisfactory performance on the full range of standards set forth by the CCTC. A Masters degree is required for CSU Channel Islands to recommend a candidate Preliminary Administrative Services Credential. Candidates already possessing a Masters degree who successfully complete the required 30 units will be recommended for the Level I credential without completing a research project.

Careers

The Master of Arts in Education: Educational Leadership Specialization prepares candidates for leadership positions as school principals and for a variety of school leadership positions for which the Preliminary Administrate Services Credential is required. It prepares educational leaders who can develop, coordinate, and assess instructional programs; evaluate and supervise certificated and classified personnel, facilitate and manage safe and secure school learning environments, manage school site, district, or county level fiscal services; and develop, coordinate and supervise student support services.

Requirements for Admission to the Master of Arts in Education and Preliminary Administrative Services Credential

1. **Application**. Apply to both the University Admissions Office and the Education Credential Office. (see below)

2. **One set of Official Transcripts**. One official set of transcripts from each of the colleges or universities attended must be mailed directly to the CSU Channel Islands Admissions Office. Cumulative grade point average of 3.0 is required to be accepted into the Preliminary Administrative Services Credential Program.
3. **CBEST Examination**. Copy of card indicating passage of the California Basic Education Skills Test (CBEST) or verification that you have taken the test prior to admission to the program. Passage of CBEST is required for certification.
4. **California Teaching Credential**. Copy of a valid California teaching credential requiring a baccalaureate degree and a program of professional preparation, including student teaching; or a valid California Designated Subjects teaching credential provided the applicant also possesses a baccalaureate degree; or a valid California services credential in Pupil Personnel Services, Health Services, Library Media Teacher Services, or Clinical or Rehabilitative Services requiring a baccalaureate degree and a profession preparation program including field practice or the equivalent submitted to the Education Credential Office.
5. **Experience**. Documentation of at least three years of full-time successful teaching experience (substitute or part-time service does not apply).
6. **Two Letters of Recommendation**. Two letters of recommendation from professionals who are knowledgeable of the candidate's professional work at least one of whom is the candidate's current school administrator.
7. **Interview**. Interview with Education Program Admissions Committee.
8. **Writing Sample**. A written statement of purpose (500- 600 word essay) describing why the candidate desires to be a school administrator serving the children and families of the diverse communities of California. This essay will include reflection on personal professional goals and ways in which the knowledge and skills will be developed to achieve these goals.

Requirements for Master of Arts in Education: Specialization in Educational Leadership

Prerequisites

- Advanced coursework or a component of an induction program focusing on the integration of technology into Education:
  EDUC 561 Teaching with Technology (3)
  or equivalent
- Advanced coursework or a component of an induction program focusing in Special Education

Masters Core Courses

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

Select either:

EDUC	616	Masters Research Thesis/Project (1) (continuing registration required) ***or***
EDUC	618	Comprehensive Examination Preparation (1)

Required Courses for Specialization in Educational Leadership

EDPL	610	Foundations of Curriculum, Instruction and Assessment (3)
EDPL	620	Instructional Leadership of the Collaborative Inclusive School (3)
EDPL	621	Law and School Management (3)
EDPL	622	School Finance and Principles of Applied Leadership (3)
EDPL	623	Understanding and Influencing Organizations in Diverse Communities (3)
EDPL	624	Human Resource Management in Education Settings (3)
EDPL	625	Building Collaborative, Inclusive Learning Communities (3)
EDPL	631	Professional Development/Fieldwork I (2) (1-4)
EDPL	632	Professional Development/Fieldwork II (4) (1-2)

Program Maintenance Requirements

As a condition of remaining in the program, students must maintain a grade point average of 3.0 (B) or better with no course grades lower than a C+. The progress of students in meeting this requirement and in progressing toward completion in a timely manner will be monitored at the conclusion of each term as part of the Professional Development and Field Experience Courses (EDPL 631- 632.)

Graduate Writing Assessment Requirement

Writing proficiency to the awarding of the degree is demonstrated by successful completion of EDUC 605, Education in a Diverse Society, with a grade of B or higher.

Special Education Specialization

The Special Education Specialization prepares teachers and professionals for leadership roles in the field of special education and disabilities. Completion of this degree prepares graduates to further expand their knowledge of individuals with disabilities of diverse linguistic and cultural backgrounds. It equips practitioners with the knowledge of best practice and policies for working with students with disabilities and their families.

Careers

The Master of Arts in Education with the Special Education Specialization prepares graduates for leadership positions in the field of special education and disabilities. These leaders can develop, implement, and evaluate programs and policies for individuals with disabilities; mentor special education teachers and allied professionals; conduct professional development and research; serve on policy committees; and advocate for the rights of individuals with disabilities.

Admission Requirements

1. **Application**. Apply to both the University Admissions Office and the Education Program Credential Office.
2. **One Set of Official Transcripts**. One official set of transcripts from each of the colleges or universities attended must be mailed directly to the CSU Channel Islands Admissions Office. Cumulative grade point average of 3.0 is required to be accepted into the Master of Arts in Education Special Education Program.
3. **Two Letters of Recommendation**. Two letters of recommendation from professionals who are knowledgeable of the candidate's professional work.
4. **Interview**. Interview with the Education Program Admissions Committee.
5. **Writing Sample**. A written statement of purpose (500-600 word essay) describing why the candidate desires to obtain a Master of Education in Special Education. This essay will include reflection on personal and professional goals and the ways in which the knowledge and skills will be developed to achieve these goals.

Requirements for Master of Arts in Education: Specialization in Special Education

Prerequisite

An approved teaching credential and teaching experience.

Masters Core Courses

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

Select either:

EDUC	616	Masters Research Thesis/Project (continuing registration required) (1) ***or***
EDUC	618	Comprehensive Examination Preparation (1)

Required Courses for Specialization in Special Education

SPED	641	Advanced Perspectives in Special Education (3)
SPED	642	Advanced Behavior and Environmental Supports (3)
SPED	643	Advanced Assessment and Instructional Practices for Diverse Learners (3)
SPED	646	Advanced Collaborative Partnerships and Effective Communication in School Settings (3)
SPED	690	Advanced Topics: Special Education (3)
EDUC	617	Action Research (3)

Electives

In addition choose six units from the following list:

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

Program Maintenance Requirements

Students must maintain a grade point average of 3.0 (B) or better with no course grades lower than a C+. The progress of students in meeting this requirement and in progressing toward completion in a timely manner will be monitored at the conclusion of each term.

Graduate Writing Assessment Requirement

Writing proficiency to the awarding of the degree is demonstrated by successful completion of EDUC 605, Education in a Diverse Society, with a grade of B or higher.

Cross-Cultural Language and Academic Development (CLAD) Certificate

The CLAD certificate prepares future and practicing teachers to teach students from diverse language and cultural backgrounds in the K-12 public school setting. Students who complete this program will receive training (theory and methods) in working with English Learners in K-12 school settings. Students will receive authorization in the areas of language, culture, and methods, as reflected in the CLAD competencies of the State of California. Students will complete the following courses:

EDMS	522	Literacy 1: Multicultural/Multilingual (3)
EDUC	512	Equity, Diversity and Foundations of Schooling (3)
ENGL	475	Language in Social Context (3)
EDMC	550	Theory and Methods of Bilingual Education (2)
EDMC	560	Application of Mainstream and English Language Development (ELD) (2)

Requirements for the Degree Program

Students must be enrolled in the Special Education Credential Program or have a valid teaching credential.

ENGLISH: LITERATURE AND WRITING

Programs Offered

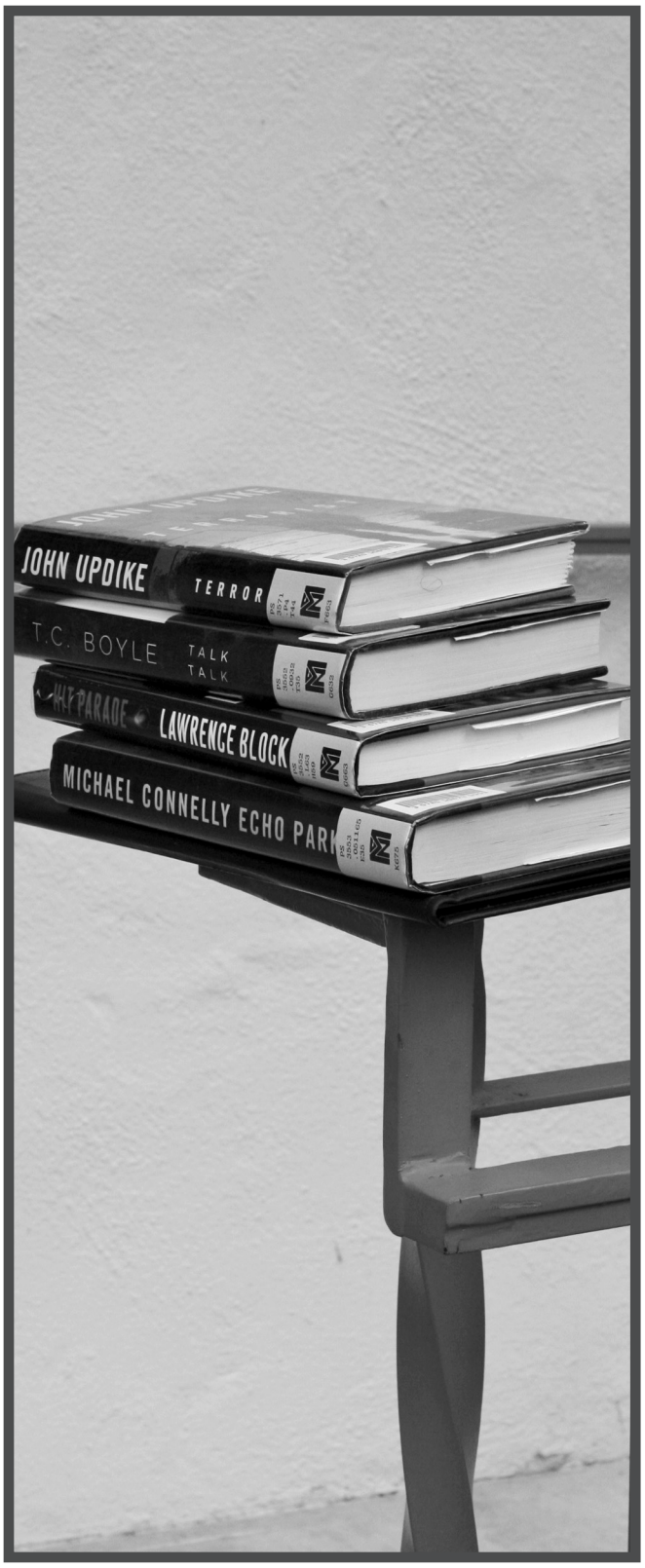
- Bachelor of Arts in English
- Bachelor of Arts in English with an Emphasis in Creative Writing
- Bachelor of Arts in English with an Emphasis in Multicultural Literature
- Bachelor of Arts in English with an Emphasis in English Education Preparation, Pre-Credential
- Certificate in Technical Writing
- Minor in English
- Masters of Arts in English (pending approval by the Chancellors' Office)

The CSUCI English Program explores the pleasures and significance of literature and writing in interdisciplinary, multicultural, international and civically engaged contexts. Our students and faculty members adopt various theoretical perspectives and methodologies, believing the possibilities for interpretive thinking, analysis, and effective expression thrive in an integrative atmosphere. The ability to read insightfully and write compellingly prepares graduates for further study or professional paths and readies them to take their places as well informed local and world citizens.

Foundation courses provide the tools for intellectual engagement. Interdisciplinary courses emphasize relationships with different ideas, approaches and ways of knowing. The required sequence provides in-depth investigation in a specialized field of Multicultural Literature, Writing or Education. In addition, the student may choose to pursue an emphasis in Creative Writing, Multicultural Literature, English Education Preparation, or a certificate in Technical Writing. English Majors keep a portfolio of work that is reviewed by instructors as a prerequisite to the Capstone course and culminating work for the degree.

Careers

The B.A. in English prepares students for graduate programs in English, Linguistics, Comparative Literature, Creative Writing, Journalism, and Secondary Education. English majors, trained in logical thinking, interpretative reading, and effective writing also do very well on the LSAT exams for law schools. The major is excellent preparation for a variety of creative professions such as: editor for a publishing company, book agent, magazine editor, newspaper reporter, teacher of English abroad, freelance magazine writer, script reader, speech writer, advertising copy writer, and director of communications for businesses.



Program Learning Outcomes

The English program graduates will be able to:

- Express themselves effectively in writing and speech, including appropriate use of English grammar and usage conventions;
- Examine texts, issues or problems in the discipline from multiple perspectives (multicultural, interdisciplinary, international, experiential, theoretical and/or educational);
- Effectively use current scholarship in the field (literary analysis, linguistics studies, applied research, etc.);
- Analyze a range of texts, representative of genres, periods, ethnicities and genders;
- Articulate an understanding of relationships between the field of English and other disciplines; and
- Reflect substantively on their growth over time with an accurate perception of their performance in the program.

Faculty

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Contact Information

http://english.csuci.edu/

Requirements for the Bachelor of Arts Degree in English (120 units)

Lower Division Requirements (12 units)

Students seeking the Bachelor of Arts in English must have fulfilled the lower division writing requirement (at CSUCI, ENGL 103 or ENGL 105). In addition, the following 12 units of literature survey courses (or the equivalent) are required in preparation for upper division studies:

ENGL 120 American Literature I (3)
ENGL 150 British and European Literature I (3)
ENGL 220 American Literature II (3)
ENGL 250 British and European Literature II (3)

Upper Division Requirements (27 units)

The upper division English core is designed to provide students with a broad background in literature, solid foundations in theory and criticism, and experience in writing to learn.

ENGL 310 Research Methods (3)
ENGL 315 Introduction to Language Structure and Linguistics (3)
ENGL 330 Interdisciplinary Writing (3)
ENGL 349 Perspectives on Multicultural Literature (3)
ENGL 420 Literary Theory (3)
ENGL 499 Capstone Project/ Senior Seminar (3)

Select two of the following three courses:

ENGL 325 Major Non-Western Authors (3)
ENGL 326 Major British & European Authors (3)
ENGL 327 Major American Authors (3)

Select one of the following two courses:

ENGL 332 Teaching Dramatic Literature (PATH) (3)
ENGL 410 Shakespeare's Plays (PATH) (3)

Required Sequence (6 units)

The sequence requirement allows students to explore an area of interest in more depth. Students choose one of the following sequences.

(Note that ENGL 349 is a required course and can double-count in Sequence A for both the core requirement and as half of the required sequence, with three units total credit given; students who elect this sequence will take three additional elective units.)

Sequence A

ENGL 349 Perspectives on Multicultural Literature (3)

Plus two of the following courses:

ENGL 350 Native American Literature (3)
ENGL 351 African/African American Literature (3)
ENGL 352 Asian/Asian American Literature (3)
ENGL 353 Chicana/o Hispanic/Hispanic American Literature (3)

or

Sequence B

ENGL 260 Perspectives in Creative Writing (3)

Plus one of the following courses:

ENGL 461 Fiction Writing (3)
ENGL 462 Poetry Writing (3)
ENGL 463 Writing for the Stage and Screen (3)
ENGL 464 Creative Non-Fiction (3)

or

Sequence C

ENGL 475 Language in Social Context (3)

Plus one of the following courses:

ENGL 477 Adolescent Literature (3)
ENGL 478 Writing as Reflective Practice (3)

or

Sequence D

ENGL 482 Technical Writing (3)

Plus one of the following courses:

ENGL 483 Technical Visual Communication (3)
ENGL 484 Technical Writing for the Sciences (3)

The Technical Writing sequence for English majors requires ENGL 482 and one other course in Technical Writing. However, unless undertaken as part of the sequence requirement, ENGL 482 is not a prerequisite for 483 or 484.

Electives: (6 units)

(Courses used to meet the major requirements above cannot be selected as electives)

ENGL 311 Bilingual Literary Studies/Estudios Literarios Bilingües (SPAN) (3)
ENGL 325 Major Non-Western Authors (3)
ENGL 326 Major British and European Authors (3)
ENGL 327 Major American Authors (3)
ENGL 328 Mythology (3)
ENGL 331 Narratives of the Working Class (HIST/SOC/POLS) (3)
ENGL 332 Teaching Dramatic Literature (3)
ENGL 333 Multicultural Drama in Performance/Production (PATH) (3)
ENGL 334 Narratives of Southern California (HIST) (3)
ENGL 335 American Ethnic Images in Novels, Film and Art (ART/HIST) (3)
ENGL 336 Multicultural Literature and Communication (COMM) (3)
ENGL 337 Literature of the Environment (3)
ENGL 338 Science and Conscience (PHYS) (3)
ENGL 339 Psychology and Literature (PSY) (3)
ENGL 340 Business and Economics in American Literature (BUS/ECON) (3)
ENGL 350 Native American Literature (3)
ENGL 351 African/African American Literature (3)
ENGL 352 Asian/Asian American Literature (3)
ENGL 353 Chicana/o Hispanic/Hispanic American Literature (3)
ENGL 378 Contemporary Native American Authors: Telecourse (3)
ENGL 400 Contemporary Literature (3)
ENGL 410 Shakespeare's Plays (3)
ENGL 412 Drama of Ancient Greece (PATH) (3)
ENGL 430 Tradition and Transformation: Literature, History & Cultural Change (HIST) (3)
ENGL 431 European Renaissance Literature & Art (ART) (3)
ENGL 432 Arts of the Harlem Renaissance (ART/PAMU) (3)
ENGL 433 Gay/Lesbian/Bisexual/Transgender Studies (GEND) (3)
ENGL 444 Original Practice in Renaissance Drama (PATH) (3)
ENGL 456 Women's Fiction (3)
ENGL 461 Fiction Writing (3)
ENGL 462 Poetry Writing (3)
ENGL 463 Writing for the Stage and Screen (3)
ENGL 464 Creative Non-Fiction (3)
ENGL 474 Approaches to English Grammar (3)
ENGL 475 Language in Social Context (3)
ENGL 477 Adolescent Literature (3)
ENGL 478 Writing as Reflective Practice (3)
ENGL 482 Technical Writing (3)
ENGL 483 Technical Visual Communication (3)
ENGL 484 Technical Writing for the Sciences (3)

Required Supporting and Other GE Courses (69 units)

Electives (15)
American Institutions Requirement (6)
General Education (48)

Emphasis in Creative Writing (12 units)

The Creative Writing Emphasis gives the English major an opportunity to pursue different forms of creative writing. Generally, the student, in consultation with his or her Capstone professor, will focus on and deepen work in a chosen genre for the final Capstone course. In addition, the Creative Writing Project offers the student experience in editing and producing the CSUCI literary journal. Students taking the Creative Writing Emphasis much choose Sequence B, which will give them one of the upper division Creative Writing genre courses, plus all three other genre courses, giving them a total of 12 upper division Creative Writing course credits:

ENGL 461 Fiction Writing (3)
ENGL 462 Poetry Writing (3)
ENGL 463 Writing for the Stage and Screen (3)
ENGL 464 Creative Non-Fiction (3)

plus

ENGL 465 Creative Writing Project (3)

Emphasis in Multicultural Literature (12 units)

The Multicultural Literature Emphasis gives the English major an opportunity to pursue his or her interests in studying the literature of various cultures and ethnic groups. The culmination of the emphasis is the Multicultural Literature project, which the student chooses in consultation with his or her advisor. The product of that course will be a completed work which addresses the literature (broadly defined as fiction, nonfiction, poetry, drama and film) in one of the following course areas. Students selecting this emphasis must choose Sequence A above plus nine units from the following:

ENGL 350 Native American Literature (3)
ENGL 351 African/African American Literature (3)
ENGL 352 Asian/Asian American Literature (3)
ENGL 353 Chicana/o Hispanic/Hispanic American Literature (3)

plus

ENGL 454 Multicultural Literature Project/Seminar (3)

Emphasis in English Education, Precredential (18 units)

The English Education Emphasis gives the English major an opportunity to gain the coursework and experience necessary to pursue a teaching credential in English at the secondary level. This program is designed to substitute for the state subject examination and includes a portfolio requirement in lieu of

the examination. Students selecting this emphasis must choose Sequence C above plus twelve units from the following:

ENGL 210 Themes in World Literature (3)
ENGL 474 Approaches to English Grammar (3)
ENGL 477 Adolescent Literature (3)
ENGL 478 Writing as Reflective Practice (3)
EDUC 330 Introduction to Secondary Schooling (3)

Plus the following required supporting course:
COMM 345 Media Literacy And Youth Culture (EDUC) (3)

Annual consultation with the English Education faculty advisor in English is required for students in this emphasis.

Requirements for the Certificate in Technical Writing (18 units)

(Open to All Students)
The Certificate in Technical Writing provides an opportunity for students from various disciplines to pursue interests in Technical Writing, and the certificate will prove valuable in a variety of career choices. The culmination of the certificate is the Project/Seminar course, which may be an internship or a project the student chooses in consultation with his or her advisor. Courses may not fulfill the "required sequence" in the Literature and Writing major as well as count toward the certificate. The certificate requires each of the following:

ENGL 310 Research Methods (3)
ENGL 330 Interdisciplinary Writing (3)
ENGL 482 Technical Writing (3)
ENGL 483 Technical Visual Communication (3)
ENGL 484 Technical Writing for the Sciences (3)
ENGL 485 Technical Writing Project/Seminar (3)

Requirements for the Minor in English (24 units)

The English minor provides non-majors with the opportunity to explore literature and become more involved with the writing process. The English: Literature, Writing and Culture minor is an excellent addition to the baccalaureate degree for all majors. A minor in English requires a grade of C or better in each course.

Lower Division Requirements (12 units)

ENGL 120 American Literature I (3)
ENGL 150 British/European Literature I (3)
ENGL 220 American Literature II (3)
ENGL 250 British/European Literature II (3)

Upper Division Requirements (12 units)

ENGL 310 Research Methods (3)
ENGL 330 Interdisciplinary Writing (3)

Select one of the following courses:
ENGL 332 Teaching Dramatic Literature (3)
ENGL 410 Shakespeare's Plays (3)

Electives (3 units)

Select one of the following courses:
(ENGL 332 or 410 may not be selected if completed as an Upper Division Requirement above)

ENGL 311 Bilingual Literary Studies/Estudios Literarios Bilingües (3)
ENGL 315 Introduction to Language Structure and Linguistics (3)
ENGL 325 Major Non-Western Authors (3)
ENGL 326 Major British and European Authors (3)
ENGL 327 Major American Authors (3)
ENGL 328 Mythology (3)
ENGL 331 Narratives of the Working Class (3)
ENGL 332 Teaching Dramatic Literature (3)
ENGL 333 Multicultural Drama in Performance and Production (PATH) (3)
ENGL 334 Narratives of Southern California (3)
ENGL 335 American Ethnic Images in Novels, Film and Art (3)
ENGL 336 Multicultural Literature and Communication (3)
ENGL 337 Literature of the Environment (3)
ENGL 338 Science and Conscience (3)
ENGL 339 Psychology and Literature (3)
ENGL 340 Business and Economics in American Literature (3)
ENGL 349 Perspectives on Multicultural Literature (3)
ENGL 350 Native American Literature (3)
ENGL 351 African/African American Literature (3)
ENGL 352 Asian/Asian American Literature (ENGL) (3)
ENGL 353 Chicana/o Hispanic/Hispanic American Literature (3)
ENGL 378 Contemporary Native American Authors: Telecourse (3)
ENGL 400 Contemporary Literature (3)
ENGL 410 Shakespeare's Plays (PATH) (3)
ENGL 412 Drama of Ancient Greece (PATH) (3)
ENGL 420 Literary Theory (3)
ENGL 430 Tradition and Transformation: Literature, History & Cultural Change (HIST) (3)
ENGL 431 European Renaissance Literature & Art (ART) (3)
ENGL 432 Arts of the Harlem Renaissance (ART/PAMU) (3)
ENGL 433 Gay/Lesbian/Bisexual/Transgender Studies (GEND) (3)
ENGL 444 Original Practice in Renaissance Drama (PATH) (3)
ENGL 456 Women's Fiction (3)
ENGL 461 Fiction Writing (3)
ENGL 462 Poetry Writing (3)
ENGL 463 Writing for the Stage and Screen (3)
ENGL 464 Creative Non-Fiction (3)
ENGL 474 Approaches to English Grammar (3)
ENGL 477 Adolescent Literature (3)
ENGL 478 Writing as Reflective Practice (3)
ENGL 482 Technical Writing (3)
ENGL 483 Technical Visual Communication (3)
ENGL 484 Technical Writing for the Sciences (3)

Master of Arts in English

(Pending approval from the Chancellor's Office)

The Masters Degree Program in English is structured with a set of core courses taken by all CSUCI English graduate students. Students choose one of two options to complete their study, the Literature Specialization or the Composition and Rhetoric Specialization. These differ in their course requirements and purposes. Both specializations prepare students for continued work toward a doctoral degree, for teaching at the community college level, and for advancement as a secondary teacher. The M.A. in English prepares students for careers in editing, writing, journalism, criticism, politics, public information, advertising, and a variety of options in the corporate world.

Admission Requirements

For admission, students must have a baccalaureate in English from an accredited institution or permission of the program chair, have maintained a grade point average of 3.0 for the last 60 semester units (90 quarter units), and have a writing sample approved by the English Graduate Advisor. Non-native speakers of English should submit their Test of English as a Foreign Language (TOEFL) scores.

Requirements for the Masters Degree in English (36 units)

Required Core Courses (12 Units)

ENGL 601 Critical Theory Seminar (4)
ENGL 602 Seminar in Language Structure (4)
ENGL 603 Seminar in Contemporary World Literature (4)

Required Specialization Courses (24 Units)

Complete <u>one</u> of the following Specializations:

Required Courses in Literature Specialization (24 units)

ENGL 620 History of Literary Movements (4)
ENGL 698 Thesis: Literature Specialization (4)
16 units of literature courses at the 600 level

Required Courses in Composition and Rhetoric Specialization (24 units)

ENGL 640 Seminar in Composition Theory and Practice (4)
ENGL 641 Seminar in Composition Methods for Non-traditional Students (4)
ENGL 699 Thesis: Composition and Rhetoric Specialization (4)

Electives (choose 12 units from the following)
ENGL 646 Teaching Practicum (1-4) <second year implementation>
ENGL 647 Seminar in Assessment Methods (4)
ENGL 648 Writing as Cultural Practice and Social Change (4)
ENGL 649 Rhetorical Analysis (4) <second year implementation>
Plus one 600-level or approved 400-level English course

Graduate Writing Assessment Requirement

Writing proficiency prior to the awarding of the degree is demonstrated by successful completion of ENGL 603: Seminar in Contemporary World Literature (4) with a grade of B or better or ENGL 640: Seminar in Composition Theory and Practice (4) with a grade of B or better.



ENVIRONMENTAL SCIENCE AND RESOURCE MANAGEMENT

Programs Offered

- Bachelor of Science in Environmental Science and Resource Management
  - Emphasis in Environmental Science
  - Emphasis in Resource Management
- Minor in Environmental Science and Resource Management

Today's environmental problems call for individuals who are educated in more than one discipline, highly trained in technical skills, and aware of the political, economic, and social dimensions of environmental decisions. The Bachelor of Science in Environmental Science and Resource Management provides solid training in basic physical, biological, and social sciences, and application of management science to reduce adverse impacts of human activity on the environment and to maximize the benefits that accrue from environmental resources.

In the narrowest sense, environmental science is the study of the impact of human systems on physical and biological systems, and the dependence on natural resources by human systems. In a broader sense, environmental science is the study of the interaction and co-evolution of human, physical, and biological systems. Natural science is the study of physical and biological systems. Social science is the study of human systems - economic systems, political systems, human perceptions, and human interactions. Environmental science requires integral knowledge of both natural and social science. Resource management is concerned with the most effective means of avoiding damage to environmental assets and extracting beneficial uses of environmental resources, within the context of social institutions. Effective resource management considers benefits and costs, uncertainties and risks, limits of knowledge, institutional constraints, and social and political forces.

The B.S. program has two emphases: environmental science and resource management. This program prepares graduates specializing in environmental science who understand basic principles of resource management, and graduates specializing in resource management who understand basic principles of environmental science. Most required courses are those offered in related disciplines. The curriculum fosters cross-disciplinary communication in the several required courses common to both degree programs and particularly in the Environmental Science and Resource Management courses.

Careers

This curriculum prepares students for professional careers in Environmental Science and Resource Management and for subsequent graduate study. For graduates completing the program of study required for the BS degree in Environmental Science and Resource Management, there are ample career opportunities working on environmental problems in industry, government, and non-profit organizations. The degree will also prepare students for graduate programs in either Environmental Science or Resource Management. For example, students might pursue a Ph.D. in Environmental Science at UCLA or in Environmental Science and Policy at UC Santa Barbara.

Program Learning Outcomes

Students graduating from the ESRM program will be able to:

- Identify the scientific, social scientific and humanistic aspects of environmental issues;
- Identify, locate, evaluate, synthesize and present current research and information on environmental issues;
- Define environmental problems from the perspectives of both environmental science and resource management;
- Identify possible causes and propose solutions to environmental problems from the perspectives of both environmental science and resource management;
- Evaluate proposed solutions to environmental problems from the perspectives of both environmental science and resource management;
- Use the methodologies of the natural and social sciences to formulate testable hypotheses concerning environmental problems and issues;
- Collect, organize, analyze, interpret and present quantitative and qualitative data; and
- Make use of current, technological tools in the collection, organization, analysis and interpretation of data.

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Requirements for the Bachelor of Science Degree in Enviromental Science and Resource Management (120 units)

Lower Division Requirements (37-39 units)

BIOL	200	Principles of Organismal and Population Biology (4)
BIOL	201	Principles of Cell and Molecular Biology (4)
CHEM	121	General Chemistry I (4)
CHEM	122	General Chemistry II (4)
ECON	110	Principles of Microeconomics (3)
ECON	111	Principles of Macroeconomics (3)
ESRM	100	Introduction to Environmental Science and Resource Management (3)
ESRM	200	Principles of Resource Management, Conservation, and Stewardship (3)

Select one of the following:

MATH	140	Calculus for Business Applications (3)
MATH	150	Calculus I (4)

Select one of the following:

GEOL	121	Physical Geology (4)
GEOL	122	Historical Geology (3)

Select one of the following:

MATH	202	Biostatistics (3)
MATH	329	Statistics for Business and Economics (3)
BIOL	203	Quantitative Methods for Biology (3)

Upper Division Requirements (27 units)

BIOL	433	Ecology and the Environment (4)
ECON	362	Environmental Economics (3)
ENGL	337	Literature of the Environment (3)

ESRM	313	Conservation Biology (BIOL) (4)
ESRM	328	Introduction to Geographical Information Systems (3)
ESRM	329	Environmental Law and Policy (3)
ESRM	342	Environmental History (HIST) (3)
ESRM	491	Capstone Preparation (1)
ESRM	499	Capstone (3)

All students must select an emphasis in Environmental Science or Resource Management and the associated coursework.

Requirements for an Emphasis in Environmental Science (16 units)

ESRM	352	Theory and Practice of Ecological Restoration (3)
CHEM	250	Quantitative Analysis (2)
CHEM	251	Quantitative Analysis Laboratory (2)

Select a total of nine units from the following courses:

BIOL	301	Microbiology (4)
BIOL	310	Vertebrate Biology and Ecology (4)
BIOL	312	Marine Biology (4)
BIOL	316	Invertebrate Zoology (4)
BIOL	333	Emerging Public Health Issues (2)
BIOL	334	Natural History of Ventura County (3)
BIOL	402	Toxicology (3)
BIOL	432	Principles of Epidemiology and Environmental Health (3)
BIOL	450	Ichthyology: The Biology of Fishes (4)
BIOL	451	Ornithology (4)
CHEM	311	Organic Chemistry I (3)
CHEM	312	Organic Chemistry I Laboratory (1)
CHEM	314	Organic Chemistry II (3)
CHEM	315	Organic Chemistry II Laboratory (1)
CHEM	318	Biological Chemistry (3)
CHEM	344	Energy and Society (PHYS) (3)
ENGL	482	Technical Writing (3)
ENGL	483	Technical Visual Communication (3)
ESRM	350	Ecological Restoration Design and Construction (4)
ESRM	351	Field Methods: Monitoring and Assessment (4)
ESRM	428	Intermediate Geographic Information Systems (3)
ESRM	443	Environmental Communication (COMM) (3)
ESRM	481	Topics in Environmental Pollution (3)
ESRM	490	Special Topics (3)
ESRM	492	Service Learning/Internship (3)
ESRM	494	Independent Research (1-3)
MATH	430	Research Design and Data Analysis (3)
PHYS	201	Energy and Society (3)

Requirements for an Emphasis in Resource Management (16 units)

ESRM	462	Coastal and Marine Resource Management (4)
ESRM	463	Water Resources Management (4)
ESRM	464	Land Use Planning and Open Space Management (4)

Select a total of four units from the following courses:

BIOL	450	Ichthyology: The Biology of Fishes (4)
BIOL	451	Ornithology (4)
ECON	464	Natural Resource Economics (3)
ECON	480	Topics in Environmental and Natural Resource Economics (3)
ECON	488	Applied Managerial Econometrics (4)
ENGL	482	Technical Writing (3)
ENGL	483	Technical Visual Communication (3)
ESRM	332	Human Ecology (ANTH) (3)
ESRM	352	Theory and Practice of Ecological Restoration (3)
ESRM	410	Environmental Impact Assessment (3)
ESRM	428	Intermediate Geographic Information Systems (3)
ESRM	482	Issues in Environmental Planning and Resource Management (3)
ESRM	483	Issues in Global Resource Management (3)
ESRM	490	Special Topics (3)
ESRM	492	Service Learning/Internship (3)
ESRM	494	Independent Research (1-3)
MATH	430	Research Design and Data Analysis (3)
MGT	307	Management of Organizations (3)
MGT	428	Contract Management (3)

Required Supporting and Other GE Courses (38-40 units)

University Electives 14-16
American Institutions Requirement 6
Other GE Courses 18

Requirements for the Minor in Environmental Science and Resource Management (20 units)

The Environmental Science and Resource Management minor provides non-majors with the opportunity to explore environmental issues and examine human impacts on natural systems. It provides students with an understanding of how their personal choices affect the environment around them. In addition, it equips students for further study in environmental science, law, policy, or management.

Lower Division Requirements (9 units)

ESRM	100	Introduction to Environmental Science and Resource Management (3)
ESRM	200	Principles of Resource Management, Conservation, and Stewardship (3)

Select one of the following courses:

MATH	201	Elementary Statistics (3)*
MATH	202	Biostatistics (PSY) (3)*
BIOL	203	Quantitative Methods for Biology (3)*

*MATH 329 can be substituted for MATH 201, 202 or BIOL 203, but may ***not*** be double-counted as an upper division course.

Upper Division Requirements (11 units)

ESRM	313	Conservation Biology (BIOL) (4)

Select one of the following courses:

ESRM	462	Coastal and Marine Resource Management (4)
ESRM	463	Water Resources Management (4)
ESRM	464	Land Use Planning and Open Space Management (4)

Select three units from any of the following courses:

BIOL	334	Natural History of Ventura County (3)
BIOL	345	Science and Public Policy (POLS) (3)
CHEM	250	Quantitative Analysis (2)
CHEM	251	Quantitative Analysis Lab (2)
CHEM	311	Organic Chemistry I (3)
CHEM	312	Organic Chemistry I Laboratory (1)
ECON	362	Introduction to Environmental Economics (3)
ECON	488	Applied Managerial Econometrics (4)
ENGL	337	Literature of the Environment (3)
ESRM	340	Politics and the Environment (POLS) (3)
ESRM	342	Environmental History (HIST) (3)
ESRM	440	Population Studies (SOC) (3)
ESRM	443	Environmental Communication (COMM) (3)

Any other 300-400 level ESRM course (3-4)

GLOBAL STUDIES

Programs Offered

- Minor in Global Studies

This interdisciplinary minor will provide students in any major the opportunity to develop their knowledge of the world and the major contemporary issues confronting humanity. Students in this minor will receive a foundation in global studies and an introduction into the various implications of globalization. By choosing electives across discipline areas, students will gain an interdisciplinary perspective into various global issues.

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Requirements for the Minor in Global Studies (19-37 units)

Lower Division Requirements (6 units)

Core Courses:

GLST	200	Introduction to Global Studies (3)

Select either:

GEOG	201	Cultural and Historical Geography of the World (3) ***or***
POLS	103	Introduction to International Politics (3)

Upper Division Requirements (12 units)

Twelve units required from a minimum of two (2) discipline areas. Only one 3-unit course from a student's major may count toward the minor. The student must choose into which discipline area a cross-listed course would count (e.g., BUS/ECON/SOC 448 Sociology of Globalization and Development as either a Business and Economics discipline area course, or a Social Sciences discipline area course).

Discipline Areas

Art and Communication

ART	330	Critical Thinking in a Visual World (3)*
ART	332	Multicultural Art Movements (3)*
COMM	321	Cultural Conversations (3)*

Business and Economics

BUS	331	Biotechnology in the Twenty-First Century (BIOL) (3)*
BUS	448	Globalization and Development (ECON/ SOC) (3)*
ECON	336	Global Cities (ESRM/GLST/ HIST/ POLS/SOC (3)
ECON	370	The World Economy (3)
ECON	471	International Trade (3)
ECON	473	Development Economics (3)
MGT	310	Management of International Business (3)
MKT	410	International Marketing Management (3)

Languages and Literatures

ENGL	325	Major Non-Western Authors (3)
ENGL	351	African/African-American Literature (3)*
ENGL	352	Asian/Asian-American Literature (3)*
ENGL	353	Hispanic/Hispanic-American Literature (3)*
SPAN	301	Advanced Spanish: Part One (3)*
SPAN	302	Advanced Spanish: Part Two (3)*
SPAN	411	Civilizations and Cultures of Latin America (3)
SPAN	461	Masterpieces of Latin American Literature (3)

Sciences

BIOL	331	Biotechnology in the Twenty-First Century (BUS) (3)*
BIOL	333	Emerging Public Health Issues (3)*
BIOL	335	The Biosphere (3)*
BIOL	433	Ecology and the Environment (3)*
CHEM	301	Environmental Chemistry (3)
ESRM	332	Human Ecology (ANTH) (3)*
ESRM	336	Global Cities (ECON/GLST/HIST/ POLS/SOC) (3)

Social Sciences

ANTH	332	Human Ecology (ESRM) (3)*
ANTH	442	The African Diaspora (HIST) (3)*
GLST	336	Global Cities (ECON/ESRM/HIST/ POLS/SOC) (3)
HIST	310	History of the Mediterranean (3)
HIST	320	European History, 1945-Present (3)
HIST	361	History of Modern Latin America (3)*
HIST	365	Themes in World History (3)*
HIST	366	Oceans of World History (3)
HIST	396	East Asia: Then and Now (3)
HIST	413	World Religions and Classical Philosophy (3)*
HIST	415	Society and Radicalism (3)
POLS	327	International Relations of Selected Areas (3)
POLS	328	United States Foreign Policy (3)*
POLS	329	International Law and Organizations (3)
POLS	403	Comparative Foreign Policies (3)
POLS	426	Politics of Developing Countries (3)
PSY	344	Psychology and Traditional Asian Thought (3)*
SOC	448	Globalization and Development (BUS/ ECON) (3)*

* General Education Courses

Co-Requisites (1-19)

1. Language Requirement. Students need to successfully complete a second/foreign language requirement (e.g., the equivalent of the first four semesters or two years [intermediate level] in a language other than English), or demonstrate equivalent proficiency as approved by the CSUCI languages faculty.
2. Study Abroad Requirement. Students must successfully complete a minimum of one international study abroad experience (e.g., UNIV 392 [1–3 units], a CSU International Program, or a study abroad program approved by a CSUCI faculty advisor).

HISTORY

Programs Offered

- Bachelor of Arts in History
- Minor in History

As a discipline that documents and interprets continuity and change through time, California State University Channel Islands' History Program prepares students to search into the human experience, as well as to communicate and analyze historical interpretations and ideas, verbally and in the written form. An emphasis of the program is to examine events from local and global perspectives. In this regard, a defining aspect of the History Program consists of a cutting-edge series of courses that emphasize the United States' relationship with the Pacific Rim, encompassing the Americas, the Pacific Islands, and Asia.

In support of the University's commitment to an interdisciplinary education, the History Program affords students the opportunity to integrate into their plan of study cross-listed history courses as well as subjects outside the discipline to be utilized as part of their electives. Furthermore, the History Program promotes community based applied research by placing student interns within public, private, and non-profit institutions as part of its degree requirement.

Careers

The History program trains students in the art of inquiry and effective communication. Students with a History degree will be prepared to continue their graduate and post-baccalaureate education. Many history students also find careers in law, education, journalism, or foreign service.

Program Learning Outcomes

Students graduating from the History program will be able to:

- Show good understanding and knowledge of the history of North America;
- Show good understanding and knowledge of global history in other regions of the world;
- Demonstrate good knowledge and problem-solving skills in analyzing contemporary and historical events;
- Demonstrate good communication skills in oral and written forms; and
- Command good skills in historical research, analysis, and presentations.

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Requirements for Bachelor of Arts Degree in History (120 units)

Required for the Major	46-48
Free Electives in any Discipline	24-26
General Education	48
TOTAL	**120**

Lower Division Required Courses (15 units)

World Civilizations (6 units)

HIST	211*	World Civilizations: Origins to 1500 (3)
HIST	212*	World Civilizations: Since 1500 (3)

American History (6 units)

HIST	270†	The United States to 1877 (3)
HIST	271†	The United States Since 1877 (3)

Methodology (3 units)

HIST 280* The Historian's Craft*

* Courses fulfilling GE requirement
† Courses fulfilling the American Institutions requirement

Upper Division Required Courses (31-33 units)

History of North America (9-12 units)

Students should select at least three courses from the following list:

HIST 333* History of Southern California Chicana/o Art (ART) (3)
HIST 334* Narratives of Southern California (ENGL) (3)
HIST 335* American Ethnic Images in Novels and Film (ART/ENGL) (3)
HIST 349* History of Business and Economics in North America (BUS/ECON) (3)
HIST 350† Chicano History and Culture (CHS) (3)
HIST 351 History of African Americans (3)
HIST 369 California History and Culture (3)
HIST 370 United States Colonial History (3)
HIST 371 The Founding of the United States (3)
HIST 372 United States Industrialization and Progressivism (3)
HIST 373 American Labor History (3)
HIST 374 United States Since 1945 (3)
HIST 401 United States Immigration History, 1840-1945 (3)
HIST 402* Southern California Chicana/o History and Culture (3)
HIST 403 The American Intellectual Tradition (3)
HIST 420 History of Mexico (3)
HIST 421 Revolutionary Mexico, 1876-1930 (3)
HIST 470 People and Everyday Life in Early America (3)

World History (9-12 units)

Students should select at least three courses from the following list:

HIST 310 History of the Mediterranean (3)
HIST 319 European History, 1871-1945 (3)
HIST 320 European History, 1945 to the Present (3)
HIST 330* History of Science: Non-western Origins and the Western Revolution (CHEM) (3)
HIST 340* History and Psychology of Nazi Germany PSY) (3)
HIST 342* Environmental History (ESRM) (3)
HIST 360* History of Colonial Latin America (3)
HIST 361* History of Modern Latin America (3)
HIST 365* Themes in World History (3)
HIST 366 Oceans of World History (3)
HIST 380 History of the Pacific Islands (3)
HIST 391 Traditional China (3)
HIST 392 Modern China (3)
HIST 393 Contemporary China (3)
HIST 394 Traditional Japan (3)
HIST 395 Modern Japan (3)
HIST 396 East Asia: Then and Now (3)
HIST 436* Psychology and History of East Asian Warrior Cultures (PSY) (3)
HIST 442* The African Diaspora (ANTH) (3)
HIST 451* History of Africa Since 1800 (3)
HIST 452* History of Southern Africa Since 1600 (3)

Thematic History (6 units)

Students should select two courses from the following list:

HIST 330* History of Science: Non-western Origins and the Western Revolution (CHEM) (3)
HIST 338* Theatre in History (PA) (3)
HIST 342 Environmental History (ESRM) (3)
HIST 365* Themes in World History (3)
HIST 366 Oceans of World History (3)
HIST 412* Law and Society (3)
HIST 413* World Religions and Classical Philosophies (3)
HIST 414 Women in History (3)
HIST 415 Society and Radicalism (3)

Historiography (3 units)

HIST 491 Historiography (3)

Capstone or Internship or Service Learning (1-3 units)

HIST 492 Internship/Service Learning (1-3)
HIST 494 Independent Research (1-3)
HIST 497 Directed Studies (1-3)
HIST 499 Capstone in History (1-3)

Special Topics

(Can be used to fulfill major requirement-see Major advisor)

HIST 490 Special Topics (3)

Double-Counting for History Majors

Courses double counted from the requirements by both the History Program and GE would increase the standard units (24-26) for electives.

According to the GE requirements, students should take nine units from those interdisciplinary courses numbered 330-349 and 430-449. Six of the nine units can be double counted and three of the nine units must be outside the major.

History majors are encouraged, but not required, to select from the following interdisciplinary courses offered by the History Program in satisfying the GE Interdisciplinary requirements:

HIST 333 History of Southern California Chicana/o Art (ART) (3)
HIST 334 Narratives of Southern California (ENGL) (3)
HIST 335 American Ethnic Images in Novels and Film (ART/ENGL) (3)
HIST 340 History and Psychology of Nazi Germany (PSY) (3)
HIST 349 History of Business and Economics in North America (BUS/ECON) (3)

HIST	430	Tradition and Transformation: Literature, History and Cultural Change (ENGL) (3)
HIST	436	Psychology and History of East Asian Warrior Cultures (PSY) (3)
HIST	442	The African Diaspora (ANTH) (3)

Electives

HIST	272†	Constitutional History of the US (3)
HIST	275†	The United States to 1900 (3) (for LS majors)
HIST	331*	Narratives of the Working Class (ECON/ENGL/SOC/POLS) (3)
HIST	430*	Tradition and Transformation: Literature, History and Cultural Change (ENGL) (3)
HIST	445*	Chicano Child and Adolescence (EDUC) (4)

Requirements for the Minor in History (18 units)

Affords non-majors the opportunity to investigate the historical complexities of societies and movements and their legacies in the present. Therefore the minor serves as a primer to the scholarly appreciation of the past.

Lower Division Requirements (9 units)

Students must select three lower division History courses. They must select at least one course from each area listed below:

World History (3 units)

HIST 211 World Civilizations: Origins to 1500 (3)
HIST 212 World Civilizations: Since 1500 (3)

or

transfer courses of African, Asian, Latin American or Western Civilization based on history advisor's approval may be substituted.

American History (3 units)

HIST 270 The United States to 1877 (3)
HIST 271 The United States since 1877 (3)
HIST 272 Constitutional History of the U.S. (3)

Methodology (3 units)

HIST 280 The Historian's Craft (3)

Upper Division Requirements (9 units)

Students must select any three courses from the program's upper-division offerings.

LIBERAL STUDIES

Programs Offered

- Bachelor of Arts in Liberal Studies with Options in: Teaching and Learning, Accelerated Multiple Subject Program (Pending approval of the California Commission on Teacher Credentialing), and Concentrated Studies

  There are two options for prospective Multiple Subject Teachers (Teaching and Learning or Accelerated Multiple Subject Program). The first six semesters (92 units) of course work is identical for both options.

Teaching and Learning Option

This option is for students who plan to pursue a career as an elementary school teacher or an elementary-level special education teacher. The Teaching and Learning Option provides the required multiple-subject content preparation for students seeking the Multiple Subject Teaching Credential for teaching kindergarten through 8th grade or a Special Education credential. This option includes the subject-matter content specified by the California Commission on Teacher Credentialing (CCTC). Upon successful completion of the Liberal Studies Degree, prospective multiple subject teachers who have met all of the prerequisites may apply for admission to a Multiple Subject post baccalaureate credential program. Such programs are two semester programs. This Teaching and Learning option can be completed in 5 years or 10 semesters.

Accelerated Multiple Subject Program

This option permits students to complete a baccalaureate degree in Liberal Studies and the Multiple Subject Credential Program, concurrently. The option also includes the subject matter content preparation specified for Multiple Subject teachers by the California Commission on Teacher Credentialing (CCTC) and the professional preparation necessary to be recommended for a teaching credential. This option can be completed in nine semesters.

Please Note: Prospective multiple subject teachers who wish to enter the accelerated program and have met all of the requirements for admission, may apply for admission at any time prior to the end of their Junior year. Students who are unable or choose not to be admitted into the accelerated program may complete the baccalaureate degree in Liberal Studies with the option in Teaching and Learning.

Concentrated Studies Option

Students work with a faculty advisor to develop a Program of Study that focuses on a discipline or interdisciplinary area. In addition to students interested in non-traditional or interdisciplinary degree programs, this option will be of interest to students who have taken substantial course work from a four-year institution in a discipline not currently reflected in the majors at CSUCI.

Careers

The Teaching and Learning option and the Accelerated Multiple Subject Program provide the content knowledge preparation for the CSET, which is necessary for teaching grades K-8 and for admission into teacher education programs, including the Multiple-Subject and Special Education Teaching Credential Programs. Students who are interested in teaching grades 6-12 should consider obtaining a bachelor's degree in a traditional major (e.g. History, English, Math, or one of the sciences) and then apply to be admitted into a Single Subject Teaching Credential Program or a Level I Special Education Credential Program. The Concentrated Studies Option provides a broadly-based background for entry into professional and/or graduate programs. This option is for students who need flexibility in order to complete their education, or need to prepare for specific careers not represented by California State University Channel Islands' current majors.

Program Learning Outcomes

Students graduating from the Liberal Studies Program will be able to:

- Effectively evaluate oral or written communication for accuracy of content, logic of argument, and clarity of reasoning;
- Demonstrate proficiency in computer literacy, information literacy, and technological literacy;
- Analyze socio-cultural issues including race, class, ethnicity, gender, and language and discuss societal issues that may arise;
- Demonstrate content area knowledge related to their program of study and intended career goals; and
- Demonstrate content area knowledge related to the CCTC content standards for the Multiple Subject Teaching Credential for graduates from the Teaching and Learning Option.

Faculty Advisors

The following faculty members have expressed a willingness to serve as advisors for a student's Program of Study in the Concentrated Studies Option in the indicated area:

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Credential Information

The Liberal Studies Teaching and Learning Option is a Multiple Subject Matter Preparation Program, however, students must complete the Liberal Studies Teaching and Learning Option and must pass either the California Basic Educational Skills Test (CBEST) and the California Subject Examination for Teachers (CSET-MS), or the CSET-MS with writing skills-test prior to admission to CSUCI's Multiple Subject Credential Program. For more information about credential programs see the Education section and contact the CSUCI Credential Office.

Requirements for the Bachelor of Arts Degree in Liberal Studies (120 units)

Requirements for the Teaching and Learning Option (85 - 88 units)

These units include General Education, Liberal Studies Core, Emphasis, and Capstone courses. Requirements for the Emphases are available from the Advising Center. Three of the six units of the American Institutions Requirement and 36- 39 units of General Education are included in the Core for the Teaching and Learning Option.

Required Core Courses (76-79 units)

1. Reading, Language, and Literature (18-21 units)

Select either:

ENGL	105	Composition and Rhetoric I (3) or
ENGL	102 & 103	Stretch Composition I & II (6)

Additional courses:

COMM	101	Public Speaking (3)
COMM	345	Media Literacy and Youth Culture (EDUC) (3)
ENGL	212	Introduction to Children's Literature (3)
ENGL	315	Introduction to Language Structure and Linguistics (3)
ENGL	475	Language in Social Context (3)

2. History and Social Science (18 units)

ESRM	105	Environmental Issues in Geography (3)
EDUC	101	Introduction to Elementary Schooling (3)
EDUC	320	Education in Modern Society (3)
HIST	211	World Civilizations: Origins to 1500 (3)
HIST	275	The United States to 1900 (3)
HIST	369	California History and Culture (3)

3. Mathematics (6 units)

MATH	208	Modern Math for Elementary Teaching I: Numbers and Problem Solving (3)
MATH	308	Modern Math for Elementary Teaching II: Geometry, Probability & Statistics (3)

4. Science (15 units)

BIOL	170	Foundations of Life Science (4)
PHSC	170	Foundations in Physical Science (4)
GEOL	300	Foundations of Earth Science (4)
COMP	110	Computer Literacy for Educators (LS) (3)

5. Visual and Performing Arts (6 units)

ART	102	Multicultural Children's Art (3)
PATH	343	Teaching Drama to Children (EDUC) (3)

6. Physical Education and Health (4 units)

PHED	302	Motor Learning, Fitness and Development in Children (2)
HLTH	322	Health Issues in Education (2)

7. Human Development, Learning and Cognition (6 units)

PSY	213	Developmental Psychology (3)
PSY	345	Individuals with Disabilities in Society (SPED) (3)

8. Capstone (3 units)

LS	499	Capstone Project (3)

The capstone project (LS 499) must be passed with a grade of "B" or better for the Teaching and Learning Option.

Required Emphasis (9 units)

Nine additional units must be taken from one of the following Emphases:

- Reading, Language and Literature
- History and Social Science
- Mathematics
- Science
- Visual and Performing Arts
- Physical Education and Health
- Human Development and Psychology
- Bilingual Studies: Spanish/ English
- BCLAD
- Special Education

Required Supporting, General Education and Elective Courses (20-23 units)

Foreign Language (3 units) *(May double count for Reading, Language and Literature Emphasis; Spanish language may double count for Bilingual Studies)*

American Institutions Requirement (3 units)

Electives (17-20 units) *(Must satisfy General Education categories A3 and C2 if not covered in emphasis)*

Additional Courses (0-10)

Students are strongly encouraged to take. EDUC 510, EDUC 512, EDUC 520, and EDUC 521 as electives since these courses are prerequisites for admission to the CSUCI Multiple-Subject Teaching Credential Program.

The Liberal Studies Program requires that all major courses be completed with a grade of "C" or better in the Teaching and Learning Option.

Special Note: Students who plan to enter a teaching credential program in California will be required to have a cumulative GPA of 2.67 OR a 2.75 GPA in the last 60 units of their baccalaureate degree to be eligible for admission to the post baccalaureate credential program.

Freshman

Fall (15 units)

EDUC	101	Introduction to Elementary Schooling (3) GE D
HIST	211	World Civilizations: Origins to 1500 (3) GE D
POLS	150	American Political Institutions (American Institutions-Gov't) (3)
UNIV	110	Critical Thinking and the University Mission (3) GE A3

Select either:

ENGL	105	Composition and Rhetoric I (3) ***or***
ENGL	102 & 103	Stretch Composition I & II (6)

Spring (16 units)

ART	102	Multicultural Children's Art (3) GE C1, C3b
COMM	101	Public Speaking (3) GE A1
COMP	110	Computer Literacy for Educators (LS) (3) GE B4
HIST	275	United States History to 1900 (3)
PHSC	170	Foundations in Physical Science (4) GE B1

Sophomore

Fall (14 units)

BIOL	170	Foundations of Life Sciences GE B2 (4) (includes lab)
ESRM	105	Environmental Issues in Geography (3) GE D
ENGL	212	Introduction to Children's Literature (3)
SPAN	101	Elementary Spanish I (4) GE C3a

Spring (16 units)

MATH	208	Modern Mathematics for Elementary School Teaching I - Numbers and Problem Solving (3) GE B3
GEOL	300	Foundations of Earth Science (4)
HIST	369	California History and Culture (3)
PSY	213	Developmental Psychology (3) GE D, E
		Literature Course (3) GE C2

Junior

Fall (14 units)

COMM	345	Media Literacy and Youth Culture (EDUC) (3) GE A1, D, INTD
EDAP	364	Initial Classroom Apprenticeship (2)
ENGL	315	Introduction to Language, Structure and Linguistics (3)
PATH	343	Teaching Drama to Children (EDUC) (3) GE C1, INTD
PSY	345	Individuals with Disabilities in Society (SPED) (3) GE D, E, INTD

Spring (17 units)

EDAP	365	Advanced Classroom Apprenticeship (2)
EDUC	510	Learning Theory and Development Applied in Multicultural Contexts (3)
EDUC	512	Equity, Diversity, Foundations of Schooling (3) GE C3b
EDUC	520	Observing and Guiding Behavior in Multilingual/Multicultural and Inclusive Classrooms (3)
ENGL	475	Language in Social Context (3)
		Emphasis Course (3)

Senior

Fall (14 units)

MATH	308	Modern Math for Elementary School Teaching II - Geometry, Probability and Statistics (3)
PHED	302	Motor Learning, Fitness and Development in Children (3) GE E
Advanced Writing Class		3
Elective		3
Emphasis Course		3

Spring (14 units)

LS	499	Capstone Project (3)
HLTH	322	Health Issues in Education (3)
Upper Division GE		3
Emphasis Course		3
Elective		3

Requirements for the Accelerated Program (135 units) (Pending CCTC Approval)

Required Courses (87 - 90 units)

1. Reading, Language and Literature (27-30 units)

Select either:

ENGL	105	Composition and Rhetoric I (3) or
ENGL	102 & 103	Stretch Composition I & II (6)
ENGL	212	Introduction to Children's Literature (3)
ENGL	315	Introduction to Language, Structure and Linguistics (3)
ENGL	475	Language in Social Context (3)
COMM	101	Public Speaking (3) GE A1
COMM	345	Media Literacy and Youth Culture (EDUC) (3) GE A1, D, INTD
COMM	346	School Communication (EDUC) (3) GE A1,INTD

Integrated Content and Methods

EDAP	422	Literacy 1: Multicultural/Multilingual (3)
EDAP	423	Literacy 2: Multicultural/Multilingual (3)

2. History and Social Science (18 units)

HIST	211	World Civilizations: Origins to 1500 (3) GE D
HIST	275	The United States History to 1900 (3) (American Institutions-Hist)
HIST	369	California History and Culture (3)
POLS	150	American Political Institutions (3) (American Institutions-Gov't)
ERSM	105	Environmental Issues in Geography (3) GE D

Integrated Content and Methods

EDAP	427	Social Studies in Integrative Art (3)

3. Mathematics (9 units)

MATH	208	Modern Mathematics for Elementary Teaching I - Numbers and Problem Solving (3) GE B3

Integrated Content and Methods

EDAP	426	Teaching Geometry and Measurement in Elementary Schools (3)
EDAP	428	Teaching Data Analysis, Probability and Mathematical Reasoning in Elementary Schools (3)

4. Science (18 units)

COMP	110	Computer Literacy for Educators (LS) (3) GE B4
BIOL	170	Foundations of Life Science (4) GE B2
PHSC	170	Foundations in Physical Science (4)
GEOL	300	Foundations of Earth Science (4)

Integrated Content and Methods

EDAP	429	Teaching Science in Elementary Schools (3)

5. Visual and Performing Arts (6 units)

ART	102	Multicultural Children's Art (3) GE C1, C3b
PATH	343	Teaching Drama to Children (EDUC) (3) GE C1, INTD

6. Physical Education and Health (3 units)

Integrated Content and Methods

EDAP	425	Health and Physical Education in Elementary Schools (3)

7. Human Development, Learning and Cognition (6 units)

PSY	213	Developmental Psychology (3) GE D, E
PSY	345	Individuals with Disabilities (SPED) (3) GE D, INTD

8. Capstone

The student teaching experience is considered as the capstone experience in the Accelerated Multiple Subject Program Option.

Additional Professional Preparation Courses (29 units)

EDUC	101	Introduction to Elementary Schooling (3) GE D
EDAP	364	Intermediate Classroom Apprenticeship (1)
EDAP	365	Advanced Classroom Apprenticeship (2)
EDAP	467	Student Teaching 1 (3)
EDAP	468	Student Teaching Seminar I (1)
EDAP	469	Student Teaching 2 (3)
EDAP	470	Student Teaching Seminar II (1)
EDAP	471	Student Teaching 3 (5)
EDAP	472	Student Teaching Seminar III (1)
EDUC	510	Learning Theory and Development Applied in Multicultural Contexts (3)
EDUC	512	Equity, Diversity, Foundations of Schoolin (3) GE C3b
EDUC	520	Observing and Guiding Behavior in Multilingual/Multicultural and Inclusive Classrooms (3)

Required Emphasis (9 units)

Nine additional units must be taken from one of the following emphases:

- Reading, Language and Literature
- History and Social Science
- Mathematics
- Science
- Visual and Performing Arts
- Physical Education and Health
- Human Development and Psychology
- Bilingual Studies: Spanish/English
- BCLAD
- Special Education

Students are strongly encouraged to select an emphasis in mathematics, science, special education or BCLAD since these are areas of greatest teacher shortage.

Required Supporting, General Education and Elective Courses (10 units)

UNIV	110	Critical Thinking and the University Mission (3) GE A3
SPAN	101	Elementary Spanish I (4) Literature Course GE C2 (3)

Recommended Sequence of Study for Multiple Subject Integrated Program Option

Freshman

Fall (15 units)

EDUC	101	Introduction to Elementary Schooling (3) GE D
HIST	211	World Civilizations to 1500 (3) GE D
POLS	150	American Political Institutions (American Institutions-Gov't) (3)
UNIV	110	Critical Thinking and the University Mission (3) GE A3

Select either:

ENGL	105	Composition and Rhetoric I (3) or
ENGL	102	& 103 Stretch Composition I & II (6)

Spring (16 units)

ART	102	Multicultural Children's Art (3) GE C1
COMM	101	Public Speaking (3) GE A1, C3b
COMP	110	Computer Literacy for Educators (LS) (3) GE B4
HIST	275	The United States to 1900 (3)
PHSC	170	Foundations of Physical Science (4) GE B1

Sophomore

Fall (14 units)

BIOL	170	Foundations of Life Sciences (4) GE B2 (includes lab)
ESRM	105	Environmental Issues in Geography (3) GE D

ENGL 212 Introduction to Children's Literature (3)
SPAN 101 Elementary Spanish I (4) C3a

Spring (16 units)

MATH 208 Modern Mathematics for Elementary School Teaching - Numbers and Problem Solving (3) GE B3
GEOL 300 Foundations of Earth Science (4)
HIST 369 California History and Culture (3)
PSY 213 Developmental Psychology (3) GE D, E
Literature Course (3) GE C2

Junior

Fall (13 units)

COMM 345 Media Literacy and Youth Culture (EDUC) (3) GE A1, D, INTD
EDAP 364 Initial Classroom Apprenticeship (1)
ENGL 315 Introduction to Language, Structure and Linguistics (3)
EDUC 343 Teaching Drama to Children (PATH) (3) GE C1, INTD
PSY 345 Individuals with Disabilities in Society (SPED) (3) GE D, E, INTD

Spring (14 units)

EDAP 365 Advanced Classroom Apprenticeship (2)
EDUC 510 Learning Theory and Development Applied in Multicultural Contexts (3)
EDUC 512 Equity, Diversity, Foundations of Schooling (3) GE C3b
EDUC 520 Observing and Guiding Behavior in Multilingual/Multicultural and Inclusive Classrooms (3)
ENGL 475 Language in Social Context (3)

Senior

Fall (16 units)

COMM 346 School Communication (EDUC) (3) GE A1, INTD
EDAP 422 Literacy I: Multicultural/Multilingual (3)
EDAP 426 Teaching Geometry and Measurements in Elementary Schools (3)
EDAP 467 Student Teaching 1 (3)
EDAP 468 Student Teaching Seminar I (1)
Emphasis Course (3)

Spring (16 units)

EDAP 423 Literacy 2: Multicultural/Multilingual (3)
EDAP 428 Teaching Data Analysis, Probability and Mathematical Reasoning in Elementary Schools (3)
EDAP 429 Teaching Science in Elementary Schools (3)
EDAP 469 Student Teaching 2 (3)
EDAP 470 Student Teaching Seminar II (1)
Emphasis Course (3)

Fall II (15 units)

EDAP 427 Social Studies In Integrated Art (3)
EDAP 425 PE and Health Cont Methods (3)
EDAP 471 Student Teaching 3 (5)
EDAP 472 Student Teaching Seminar III (1)
Emphasis Course (3)



Requirements for Admission to the Accelerated Program

Students must be accepted into the accelerated program prior to enrolling in EDAP 467. Students may apply for admission at any time after completing 60 units in the Liberal Studies Program. Admission will be granted based upon completing the following requirements for admission. Applications and advising are available in the CSUCI Credential Office.

1. **Examinations**. Students must pass either the California Basic Educational Skills Test (CBEST) and the California Subject Examination for Teachers (CSET-MS), or the CSET-MS with writing skills test prior to admission to the integrated program.
2. **Grade Point Average**. Students must pass all prerequisite classes with no grade lower than a "C." A cumulative grade point average of 2.67 overall or 2.75 in the last 60 units or better is required for admission to the integrated program.
3. **Health Clearance**. Evidence of a negative tuberculin test is required. The tuberculin test is valid for four (4) years and must be valid through student teaching. The tuberculin test may be completed at a private physician's office, the county health department, or the CSU Channel Islands Student Health Center.
4. **Certificate of Clearance.** Students must possess or apply for a valid Certificate of Clearance as part of admission. A copy of an emergency permit satisfies the clearance requirement. The Certificate of Clearance is a background check and clearance conducted by the Department of Justice and Federal Bureau of Investigation.
5. **One set of official transcripts**. One set of official transcripts with a list of courses in progress must be submitted to the Credential Office with the program application.
6. **Two Letters of Recommendation**. Two letters of recommendation from faculty, employers, and/or others who are knowledgeable about the student's personal qualities and potential to work with children must be submitted with the program application.
7. **Experience**. At least 45 hours of documented field experience in a K-8 classroom or an equivalent documented field experience must be completed.
8. **Writing Sample**. Writing samples are required as part of the application process. The writing sample includes a 500-600 word essay describing the applicant's interest in teaching children with the diversity of languages and cultures represented in California schools.
9. **Interview**. The Accelerated Program admissions committee will interview candidates once all other portions of the admissions requirements are complete.

Program Maintenance Requirements:

In order to remain in the integrated program, students must maintain a grade point average of 3.0 ("B") or better, with no course grades lower than a "C+."

Requirements For the Concentrated Studies Option (57 units)

This option consists of a 9 unit Core, a 45 unit Program of Study, and a 3 unit Capstone. In order for a student to have their Program of Study approved, it must be developed with a tenure-track faculty advisor. General Education may not be double-counted with the requirements for this Option.

Required Core Courses (9 units)

Choose <u>one</u> course from each of the following <u>three</u> core areas.

1. Advanced Writing Course (3 Units)

Select either:

ENGL 330 Writing in the Disciplines (3) or
ENGL 478 Writing as Reflective Practice (3)

2. Multicultural Studies (3 Units)

Any <u>three</u> unit course approved for General Education, Area C3b. (See General Education requirements in the university catalog)

3. Computer Literacy (3 Units)

COMP 101 Computer Literacy (3)

Program of Study (45 units)

The Program of Study must be arranged with a faculty advisor. Students are strongly encouraged to pursue a minor as part of the Program of Study. A minimum of 24 units must be upper-division. Community college courses may be used in the Program of Study provided they are approved by the faculty advisor and are not used to meet General Education or the American Institutions Requirements. Students must select a faculty advisor within the first 60 days after they begin taking coursework at CSUCI and submit their initial Program of Study to the Advising Center. A list of faculty who are willing to serve as advisors to the Concentrated Studies Option students is provided at the beginning of this catalog description.

Capstone (3 units)

All students must enroll in LS 499 during the final year prior to graduation.

LS 499 Capstone Project (3)

(The Capstone Project (LS 499) must be passed with a grade of "B" or better.)

Required Supporting and Other General Education Requirements (63 units)

Other courses may be needed to meet the following:

Foreign Language Graduation Requirements 3
American Institutions Requirements 6
General Education Requirements and Electives . . . 54

The Liberal Studies Program requires that all major courses be completed with a grade of "C" or better in the Concentrated Studies Option.

MATHEMATICS

Programs Offered

- Bachelor of Science in Mathematics
- Minor in Foundational Mathematics
- Minor in Mathematics
- Master of Science in Mathematics
- Approved CCTC Mathematics Subject Matter Waiver Program

Mathematics can be pursued as a scholarly discipline of an especially elegant and creative art form or it can be treated as a valuable tool in an applied discipline. Our program addresses both needs. Students will be given a strong background in mathematics and statistics as well as a substantial amount of interdisciplinary applications in Physics, Biostatistics, Business, Computer and Information Sciences, Computer Imagining or Artificial Intelligence.

Careers

The mathematics major will prepare students for teaching careers, studies in graduate programs (in pure mathematics, applied mathematics, mathematics education, or the mathematical sciences) or for employment in high-tech and bio-tech industries, where mathematics-trained professionals with interdisciplinary expertise (sciences and business) are increasingly sought after.

Program Learning Outcomes

Students graduating from the Mathematics program will be able to:

- Demonstrate critical thinking, problem solving skills and ability to use advanced mathematical methods by identifying,evaluating, classifying, analyzing, and synthesizing data and abstract ideas in various contexts and situations;
- Demonstrate the knowledge of current mathematical applications, computing practices and use of broad technology in industry, science and education;
- Demonstrate ability to use modern software, abstract thinking, and mathematical practices connected to scientific and industrial problems, and demonstrate these skills that are currently used by technologies in society and education;
- Perform skills that enable them to evaluate, propose and convey novel solutions to scientific and business problems, etc.;
- Demonstrate cooperation skills by working effectively with others in interdisciplinary group-settings - both inside and outside the classroom; and
- Demonstrate a sense of exploration that enables students to pursue lifelong learning and currency in their careers in mathematics, statistics, education, high-tech and bio-tech industries.

Faculty

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http://math.csuci.edu

Requirements for the Bachelor of Science in Mathematics (120 units)

Lower Division Requirements (34-35 units)

MATH 150 Calculus I (4)
MATH 151 Calculus II (4)
MATH 230 Logic and Mathematical Reasoning (3)
MATH 240 Linear Algebra (3)
MATH 250 Calculus III (3)
PHYS 200 General Physics I (4)

Select one of the following:
PHYS 201 and one additional science course (7-8)
One two-semester science sequence (7-8)

Select one of the following:
COMP 105 Computer Programming Introduction (4)
COMP 150 Object Oriented Programming (4)

Select an additional Computer Science course:
COMP 102 ***or*** above (2-4)

Upper Division Requirements (20 units)

MATH 300 Discrete Mathematics (3)
MATH 331 History of Mathematics (3)
MATH 350 Differential Equations and Dynamical Systems (3)
MATH 351 Real Analysis (3)
MATH 352 Probability and Statistics (3)
MATH 451 Complex Analysis (3)
MATH 499 Senior Colloquium (1) (twice)

Electives in Major (9-13 units)

Note:

1. Courses used for the emphases cannot be counted as elective.
2. Students planning on teaching math have to choose MATH 492 for field experience requirement. Other courses recommended for teaching careers are marked with T.

MATH 318 Mathematics for Secondary School Teachers (3 - T)
MATH 330 Mathematics and Fine Arts (3 - T)
MATH 345 Digital Image Processing (PHYS) (3)
MATH 354 Analysis of Algorithms (3)
MATH 393 Abstract Algebra (3 -T)
MATH 429 Operations Research (3)
MATH 430 Research Design and Data Analysis (3)
MATH 437 Mathematics for Game Development (3)
MATH 445 Image Analysis and Pattern Recognition (PHYS) (3)
MATH 448 Scientific Computing (3)
MATH 450 Partial Differential Equations and Mathematical Physics (3)
MATH 452 Computational Bioinformatics (COMP) (3)
MATH 480 Differential & Riemannian Geometry (3)
MATH 482 Number Theory and Cryptography (3 - T)
MATH 484 Algebraic Geometry and Coding Theory (3)
MATH 490 Topics in Mathematics (3)
MATH 492 Internship (3 - T - required)
MATH 494 Independent Study (3)
MATH 497 Directed Study (3)
MATH 499 Senior Colloquium (1)

Required Supporting and Other GE Courses

GE and American Institutions Requirement (34 units)
Elective Courses (16 units)

Select one interdisciplinary GE Course (3 units)
Recommended:
COMP 447 Societal Issues in Computing (3)
COMP 449 Human Computer Interactions (PSY) (3)
PHYS 434 Introduction to Biomedical Imaging (BIOL/HLTH) (4)

Emphasis (6-10 units)

By the sophomore year, in order to plan their electives, students should decide on one of the following emphases and take all courses listed in the section.

Biomathematics (10 units)

Students selecting this emphasis should take BIOL 201
MATH 202 Biostatistics (PSY) (3)
MATH 430 Research design and Data Analysis (3)
MATH 452 Computational Bioinformatics (COMP) (4)

Computer Science (9 units)

Students selecting this emphasis should take COMP 150 and COMP 151 for the computer science requirements
MATH 448 Scientific Computing (3)
MATH 354 Analysis of Algorithms (3)
COMP 350 Introduction to Software Engineering (3)

Physics (6 units)

Students selecting this emphasis should take PHYS 200 and 201(8) as the science sequence.
MATH 450 Partial Differential Equations and Mathematical Physics (3)
Upper division Physics course (3)

Applied Physics (6 units)

Students selecting this emphasis should take PHYS 200 and 201(8) as the science sequence
COMP 345 Digital Image Processing (PHYS) (3)
COMP 445 Image Analysis and Pattern Recognition (PHYS) (3)

Actuarial Sciences/Economics (9 units)

MATH 429 Operations Research (3)
ECON 300 Fundamentals of Economics (3)
ECON 486 Introduction to Econometrics (3)

Business Management (9 units)

MATH 329 Statistics for Business and Economics (3)
MATH 429 Operations Research (3)
Economics or Upper Division Management Course (3)

Cognitive Science (9 units)
MATH 430 Research Design and Data Analysis (3)
PSY 210 Learning, Cognition and Development (3)
Upper Division Cognitive Psychology Course (3)

Education (9 units)
MATH 318 Mathematics for Secondary School Teachers (3)
MATH 393 Abstract Algebra I (3)
EDUC 512 Equity, Diversity and Foundations of Schooling (3)

Applied Mathematics (9 units)
MATH 429 Operations Research (3)
MATH 448 Scientific Computing (3)
MATH 450 Partial Differential Equations and Mathematical Physics (3)

Digital Design (9 units)
MATH 393 Abstract Algebra (3)
ART 108 Visual Technologies (3)

Select one of the following:
ART 312 Digital Media Art: Time-Based Imaging and Compositing (3)
ART 314 Digital Media Art: Digital Photography (3)
Choice of other emphases or individualized emphasis is possible upon approval of the mathematics advisor.

Proposed Course of Study

Freshman Year (30-32 units)
MATH 150 Calculus I (4) GE B3
MATH 151 Calculus II (4)
MATH 230 Logic and Mathematical Reasoning (3) GE A3
MATH 399 Modern Tech in Math (1) (twice)
PHYS 200 General Physics I (4) GE B2
Computer Science Course (2-4)
GE Section A, C, D, or E (3)

Select one of the following:
COMP 105 Computer Programming Introduction (3-4) GE B4
COMP 150 Object Oriented Programming (4) GE B4

Select either (ENGL 102+103) or ENGL 105
ENGL 102 Stretch Composition I (3)
ENGL 103 Stretch Composition II (3)
or
ENGL 105 Composition and Rhetoric (3) GE A2

Sophomore Year (22-23 units)
MATH 240 Linear Algebra (3)
MATH 250 Calculus III (3)
MATH 300 Discrete Mathematics (3)
MATH 350 Differential Equations and Dynamical Systems (3)
MATH 399 Modern Tech in Math (1)

Junior Year (15-18 units + GE)
MATH 331 History of Mathematics (3) GE B3, D, INTD
MATH 351 Real Analysis (3)
MATH 352 Probability and Statistics (3)
Choose one of the groups from the Emphasis Courses listed above

Senior Year (14-15 units + GE)
MATH 451 Complex Analysis (3)
MATH 499 Senior Colloquium (1) Fall
MATH 499 Senior Colloquium (1) Spring
Choose three or more Math Electives (9-12)

Total Requirements for the Bachelor of Science in Mathematics Degree (120 units)

Lower Division Required Major Courses	34-35
Upper Division Required Major Courses	20
Upper Division Elective & Emphasis Major Courses	15-19
Electives	16
GE Included in Major Requirements	18
GE and American Institutions Requirement	34
TOTAL	**120**

Requirements for the Minor in Mathematics (20 units)

MATH 150 Calculus I (4)
MATH 151 Calculus II (4)
MATH 300 Discrete Mathematics (3)

In addition, students should select three upper division courses (9 units) from the Mathematics program approved by the advisor. Approval is not required for Computer Science majors.

Requirements for the Minor in Foundational Mathematics (34-36 units)

This minor meets the needs of non-mathematics majors intending to enter a middle school mathematics teaching credential program. Especially, many Liberal Studies students would like to teach upper level elementary mathematics.

Lower Division Requirements (15-16 units)
(including pre-/co-requisites)

Choose one of the following:
- MATH 101 College Algebra (3)
- MATH 105 Pre-Calculus (4)
- MATH 150 Calculus I (4)

Choose one of the following:
- MATH 201 Elementary Statistics (3)
- MATH 202 Biostatistics (3)

Additional required courses:
- MATH 208 Modern Mathematics for Elementary Teaching I-Numbers and Problem Solving (3)
- MATH 230 Logic & Mathematical Reasoning (3)
- MATH 240 Linear Algebra (3)

Upper Division Requirements (16 units)
(including pre-/co-requisites)

- MATH 308 Modern Mathematics for Elementary School Teaching II-Geometry, Probability and Statistics (3)
- MATH 318 Mathematics for Secondary School Teachers (3-T) (3)
- MATH 330 Mathematics and Fine Arts (3)
- MATH 331 History of Mathematics (3)
- MATH 499 Senior Colloquium (1)

Select one of the following:
- MATH 492 Internship (1-3)
- LS 499 Capstone Project (1-3)

Electives

Choose one course from the list below (3-4 units)
- MATH 150 Calculus I (4)
- MATH 151 Calculus II (4)
- MATH 300 Discrete Mathematics (3)
- MATH 393 Abstract Algebra I (3)
- MATH 482 Number Theory & Cryptography (3)

or

Other upper division math course (3-4)

Master of Science in Mathematics

(Offered through CSU Channel Islands' Extended Education Program)

Our MS in Mathematics program is interdisciplinary and innovative in nature, and offers a flexible schedule with highly qualified faculty. It is designed to address the global need for people with advanced mathematical, computational, and computer skills throughout the industry, high-tech, and educational systems. Students will be given a strong background in mathematics, and computer software, as well as the skills to conduct independent applied research or develop independent projects. The program will stress interdisciplinary applications, for example in Actuarial Sciences, Cryptography, Security, Image Recognition, Artificial Intelligence, and Mathematics Education. Students' specializations depend on the final project/ thesis and the electives chosen under the supervision of Mathematics advisor. An individual study plan can be designed to meet entry requirements for Ph.D. programs in Mathematical Sciences.

Admission Requirements

1. **Application**. Apply to both the University and the Mathematics Program. Forms are available at the Extended Education Office and on-line at http://math.csuci.edu/.

2. **Recommendation**. At least two letters of recommendations from academia or professional supervisors.

3. **Subject Matter Preparation**. Applicants are expected to hold BS degree in mathematics. However students with other degrees (or equivalent coursework) maybe considered and admitted conditionally (subject to completing relevant undergraduate mathematics courses).

4. **GPA of 3.0 in Mathematical Sciences**. If applicant does not have the required GPA, conditional admission maybe available on a limited bases.

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

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Requirements for the Master of Science in Mathematics (32 units)

Core Courses (11 Units)

Choose three courses from the following list:

MATH	510	Probabilistic Methods and Measure Theory (3)
MATH	511	Functional Analysis (3)
MATH	513	Advanced Algebra (3)
COMP	510	Algorithms (3)
COMP	569	Artificial Intelligence (3)
PHYS	510	Advanced Image Analysis Techniques (3)

And required two units of:

MATH	599	Graduate Seminar (1)

Electives (15 Units)*

Choose five electives from the following list (at least three courses in mathematics):

MATH	511	Functional Analysis (3)
MATH	513	Advanced Algebra (3)
MATH	555	Actuarial Sciences (3)
MATH	565	Research in Mathematics Education (3)
MATH	581	Mathematical Methods in Artificial Intelligence (COMP) (3)
MATH	582	Number Theory and Cryptography (3)
MATH	584	Algebraic Geometry and Coding Theory (3)
MATH	587	Markov Chains and Markov Processes (3)
MATH	588	Stochastic Analysis (3)
PHYS	546	Pattern Recognition (3)
COMP	520	Advanced Database Systems (3)
COMP	524	Security (3)
COMP	529	Network Computing (3)
COMP	549	Human-Computer Interaction (3)
COMP	550	Advanced Software Engineering (3)
COMP	569	Artificial Intelligence (3)
COMP	571	Biologically Inspired Computing (3)
COMP	572	Neural Networks (3)
COMP	575	Multi-Agent Systems (3)
COMP	578	Data Mining (3)

*other graduate or junior/senior courses from related disciplines may be included with advisors approval.

Projects or Masters Thesis Emphasis (6 units)

MATH	597	Master Thesis
or		
MATH	598	Master Project

Graduate Writing Assessment Requirement

Writing proficiency prior to the awarding of the degree is demonstrated by successful completion of at least two credits of MATH 597 (Masters Thesis) or MATH 598 (Masters Project) with a grade of B or higher.

NURSING

Programs Offered

- Bachelor of Science in Nursing
  (The Bachelor of Science in Nursing program is accredited by the California Board of Registered Nurses)

Nursing is the art and science of care for individuals, families and communities in a variety of settings. The discipline of nursing integrates the life, social and behavioral sciences with general education, nursing theory and clinical courses to produce a graduate capable of functioning autonomously as a member of a multidisciplinary team, managing and coordinating personnel, services, resources and data in addition to providing patient care.

The CSUCI graduate nurse seeks solutions to societal health needs and problems, understanding demographics and disparities in healthcare, ethical concerns and global perspectives in the practice of professional nursing at the generalist level.

Careers

The Bachelor of Science in Nursing features a clinical summer internship in a health care agency followed by two senior work study options. These experiences, in addition to the curriculum, prepare graduates for acute care, specialty units, public health, home health, extended core, assisted living, ambulatory, emergency, managed care, case management, occupational health and nursing management, staff development, and nursing education.

Program Learning Outcomes

Students completing the requirements for a B.S. degree in Nursing will be able to:

- Function within the professional nursing roles as a provider and a coordinator of care, a health educator, an advocate and as a member of the nursing profession in a variety of institutional settings;
- Collaborate as a member or as a leader of a health care team in the planning, implementation and improvement of health care services consistent with the health needs of a diverse and multicultural society;
- Follow the nursing process by assisting clients, families and communities to promote an optimum level of wellness, sustain life, recover from disease or injury in acute, long term care, institutional and community settings;
- Function as a successful professional by a commitment to self-growth, development and lifelong learning;
- For generic students meet the eligibility requirements to successfully pass the nursing licensure examination (NCLEX); and
- For generic and RN to BSN students meet the eligibility requirements for the California Public Health Nurse Certificate.

Faculty

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Requirements for Admission to the Nursing Program

Criteria for Admission to the Generic (Basic) Track I Nursing Major

The generic Track I of the nursing program uses the cohort model of class scheduling and requires full time enrollment. Students move as a group through the designated nursing courses in sequence. Courses are designed so that 200 level courses are prerequisite to 300 level nursing courses and so on. The time to complete the baccalaureate degree in nursing is designed for four years of full time study.

Application. Apply to both the University and the Nursing Program at the end of the freshman year.

Prerequisite Courses. Completion of all nursing major prerequisite courses or their equivalents.

BIOL	210	Anatomy and Physiology I (4)
BIOL	211	Anatomy and Physiology II (4)
BIOL	217	Medical Microbiology 217 (4) GE B2
CHEM	110	Chemistry of Life (4) GE B1
COMM	101	Public Speaking (3) GE A1
ENGL	105	Composition Rhetoric (3) GE A2

Any General Education Category B3 (BIOL 203 Preferred)
Completion of Critical Thinking requirement

Grade Point Average. An overall GPA of 2.0 or greater in the prerequisite nursing courses with no grade lower than a C.

Eligibility. Pre-nursing majors must be accepted to the nursing major to be eligible for the lower division nursing courses.

Insurance/Health Clearance: Students in the nursing program are required to have health insurance, demonstrate a sufficient immunization record consistent with that required of clinical placement in local health care agencies and pass a physical examination.

Students must complete a criminal background check and drug screening prior to clinical placement.

Impaction status was granted by the CSU Chancellor's Office and supplemental criteria for admission will be required.

Supplemental Criteria Include: GPA in pre-nursing core course requirements, overall cumulative GPA, English language proficiency, basic math proficiency, proficiency in a second language, previous education or work experience and residency in preferred geographic areas. Supplemental criteria is subject to revision.

Generic (Basic) Track I

Lower Division Requirements for the Bachelor's Degree in Nursing (32 Units)

NRS	200	Introduction to Professional Nursing Practice (2)
NRS	201	Introduction to Professional Nursing Laboratory (2)
NRS	203	Therapeutic Nursing Communication Laboratory (1)
NRS	204	Pharmacology of Nursing Practice (2)
NRS	220	Nursing Care of Adults with Acute and Chronic Illness I (2)
NRS	221	Nursing Care of Adults with Acute and Chronic Illness Laboratory I (2)
NRS	222	Nursing Care of Adults with Acute and Chronic Illness II (4)
NRS	223	Nursing Care of Adults with Acute and Chronic Illness Laboratory II (4)
NRS	230	Nursing Care of Infants, Children and Families (4)
NRS	231	Nursing Care of Infants, Children and Families Laboratory (4)
NRS	240	Psychiatric & Mental Health Nursing (3)
NRS	241	Psychiatric and Mental Health Nursing Laboratory (2)

For a Bachelor of Science in Nursing

Upper Division Requirements for the Bachelor's Degree in Nursing (34 units)

NRS	306	Pathophysiology (BIOL) (3)
NRS	352	Health Promotion and Patient Education Strategies (3)
NRS	350	Nursing Research (3)
NRS	401	Advanced Clinical Assessment Laboratory (2)
NRS	420	Nursing Care of the Complex Client Across the Continuum (3)
NRS	421	Nursing Care of the Complex Client Across the Continuum Laboratory (3)
NRS	452	Community Health Nursing (3)
NRS	453	Community Health Nursing Laboratory (3)
NRS	460	Nursing Leadership and Professional Issues (4)
NRS	461	Nursing Leadership and Professional Issues Laboratory (3)
NRS	488	Transition to Professional Nursing Practice (2)
NRS	491	Transition to Nursing Practice Internship (2)

Required Supporting and Other GE Requirements (67 units)

1. Biology (15 units)

BIOL 210 Anatomy and Physiology I (4)
BIOL 211 Anatomy and Physiology II (4)
BIOL 217 Medical Microbiology (4) GE B2
BIOL 432 Principles of Epidemiology and Environmental Health (3)

2. Chemistry (4 units)

CHEM 110 Chemistry for Life (4) GE B1

3. Nutrition (3 units)

NRS 260 Nutrition for Therapeutics & Health (BIOL) (3)

4. Mathematics/Statistics (3 units)

Any General Education Category B3 (BIOL 203 Preferred)

5. Anthropology (6 units)

Choose ANTH 102 or SOC 100:

ANTH 102 Cultural Anthropology (3) GE C3b, D
SOC 100 Introduction to Sociology (3)
ANTH 443 Medical Anthropology: Cross Cultural Perspectives on Health and Healing (3) GE D, INTD

6. Psychology (6 units)

PSY 100 Introduction to Psychology (3) GE D, E
PSY 213 Developmental Psychology (3) GE D, E

7. Other GE courses in Category A (9 units)

8. American Institutions (6 units)

Requirements for Admission to the RN-BSN Track II Nursing Majors (Offered through Extended Education)

Application. Apply to both the University and the Nursing Program.

Prerequisite Courses. Completion of all nursing major prerequisite courses or their equivalents:

BIOL 210 Anatomy and Physiology I (4)
BIOL 211 Anatomy and Physiology II (4)
BIOL 217 Medical Microbiology 217 (4) GE B2
CHEM 110 Chemistry of Life (4) GE B1
COMM 101 Public Speaking (3) GE A1
ENGL 105 Composition Rhetoric (3) GE A2

Any General Education Category B3 (BIOL 203 Preferred)
Completion of Critical Thinking requirement

License. Have or be eligible to acquire a valid California RN license.

Degree. Be a graduate of a BRN approved pre-licensure degree program from an accredited educational institution.

Insurance/Health Clearance: Students in the nursing program are required to have health insurance, demonstrate a sufficient immunization record consistent with that required of clinical placement in local health care agencies and pass a physical examination. Criminal background check and drug screening must be completed before clinical placement.

Grade Point Average. The minimum grade in every pre-nursing prerequisite course is a C.

Requirements for the Bachelor of Science Degree in Nursing (133 units)

For RN to BSN Track II

Upper Division Requirements (35 units)

NRS 306 Pathophysiology (BIOL) (3)
NRS 310 Professional Role Transition for the Transfer Student (3)
NRS 311 Professional Role Transition for the RN (2)
NRS 352 Health Promotion and Patient Education Strategies (3)
NRS 350 Nursing Research (3)
NRS 401 Advanced Clinical Assessment Laboratory (2)
NRS 420 Nursing Care of the Complex Client Across the Continuum (3)
NRS 421 Nursing Care of the Complex Client Across the Continuum Laboratory (3)
NRS 452 Community Health Nursing (3)
NRS 453 Community Health Nursing Laboratory (3)
NRS 460 Nursing Leadership and Professional Issues (4)
NRS 461 Nursing Leadership and Professional Issues Laboratory (3)

Prerequisite/Preparatory Nursing Courses for the RN to BSN Student Requirements

1. Biology (12 units)

BIOL 210 Anatomy and Physiology I (4)
BIOL 211 Anatomy and Physiology II (4)
BIOL 217 Microbiology (4) GE B2

2. Chemistry (4 units)

CHEM 110 Chemistry for Life (4) GE B1

3. Nutrition (3 units)*

NRS 260 Nutrition for Therapeutics and Health (BIOL) (3)

*Not required if content was integrated in nursing classes

4. Mathematics/Statistics (3 units)

Any General Education Category B3
(BIOL 203 Preferred)

5. Anthropology (3 units)

Choose ANTH 102 or SOC 100:

ANTH 102 Cultural Anthropology (3) GE C3b, D
SOC 100 Introduction to Sociology (3) GE D

6. Psychology (6 units)

PSY 100 Introduction to Psychology (3) GE D, E
PSY 213 Developmental Psychology (3)* GE D, E

*Not required if content was integrated in nursing classes

Required Supporting Courses (6 units)

ANTH 443 Medical Anthropology: Cross Cultural Perspectives on Health and Healing (3) GE D, INTD
BIOL 432 Principles of Epidemiology and Environmental Health (3) GE B2, D, INTD

Criteria for Program Continuance for Both Tracks

1. Nursing majors must attain grades of "C" or better in all required nursing and non-nursing courses. Required nursing courses for which the student earns less than a grade of C may be repeated once with instructor consent buy only on a space available basis.

2. Students in the nursing major must maintain good academic standing. Students on academic probation are not permitted to enroll in a nursing course until the probation has been removed.

PERFORMING ARTS

Programs Offered

- Bachelor of Arts in Performing Arts

The Performing Arts Program at California State University Channel Islands offers a broad, integrated undergraduate experience in music, theatre, and dance, with attention to the relatively new fields of audience and performance studies. The core courses provide the base necessary for building an educational and professional career in the performing arts.

Core courses offer experience in each of the three major areas of the performing arts—Dance, Music and Theatre—with special attention to current and future trends. Students also choose an emphasis to follow through one of the following areas:

- The Dance emphasis (PADA) provides concentrated study in collaborative dance performance and musical theatre
- The Music emphasis (PAMU) provides concentrated study in commercial music and musical theatre and collaborative performance.
- The Theatre emphasis (PATH) provides concentrated study in acting, directing and musical theatre and collaborative performance.

The Performing Arts degree program stresses interdisciplinarity and the multicultural, global perspectives that are the hallmarks of CSUCI. In addition to gaining expertise and experience in their chosen fields of Dance, Music, or Theater, students will gain interdisciplinary experience in the performing arts, with education and experience in the intersections between the fields.

Careers

The Performing Arts major will prepare students for further study and for entry into the performing arts professions.

Program Learning Outcomes

Students graduating from the Performing Arts program will be able to:

- Perform in one or more of the Performing Arts emphases of dance, music, and theatre.
- Demonstrate critical thinking through analysis, interpretation, and evaluation of written, visual, and audio texts in an interdisciplinary context.
- Understand and appreciate the roles of the performing arts in contemporary as well as historical cultures and societies.
- Work collaboratively with people from a diverse range of artistic and cultural backgrounds.
- Express themselves effectively in written, physical, and spoken forms in response to a variety of personal, local, global, and historical events.
- Apply multiple theoretical perspectives to their own performances and the performances of others.

Faculty

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Requirements for the Bachelor of Arts in Performing Arts (120 units)

Core Requirements:	18 units
Emphasis:	21 units
General Education:	39 units
Upper Division Interdisciplinary GE:	9 units
Title V Courses:	6 units
Performing Arts Electives:	12 units
Electives in any Discipline:	15 units
TOTAL	**120 units**

Performing Arts Core Courses (18 units)

PA	101	Introduction to the Performing Arts (3)
PA	202	Integrating Dance, Music and Theatre (3)
PA	335	Business and the Performing Arts (3)
PA	350	Audience and Performance Studies (3)
PA	360	Musical Theatre (3)
PA	436	Physics of Performing Arts (3)

Emphasis Requirements

Students choose either Dance, Music, or Theater as an emphasis.

Dance Emphasis (21 units)

PADA	151	Conditioning for Dancers (3)
PADA	253	Jazz Dance I (3)
PADA	254	Modern Dance I (3)
PADA	353	Jazz Dance II (3)
PADA	354	Modern Dance II (3)
PADA	458	Dance Ensemble (3)
PAMU	499	Performing Arts Capstone Internship in Music (3)

Music Emphasis (21 units)

PAMU	100	Music Appreciation (3)
PAMU	261	Music Theory (3)
PAMU	363	Music History (3)
PAMU	330	Jazz in America (3)
PAMU	499	Performing Arts Capstone Internship in Music (3)

Six units in the following repeatable courses, in consultation with the PAMU advisor:

PAMU	109	Private Lessons (1)
PAMU	307	University Chorus (1)
PAMU	308	University Orchestra (1)
PAMU	309	Private Lessons (1)



Theatre Emphasis (21 units)

PATH	338	Theatre in History (HIST) (3)
PATH	280	Acting I (3)
PATH	281	Play Analysis (3)
PATH	380	Acting II (3)
PATH	382	Directing (3)
PATH	481	Production (3)
PATH	499	Performing Arts Capstone Internship in Theatre (3)

Strongly Suggested Elective Courses

PATH	338	Theatre in History (HIST) (3)

(Theatre Emphasis students may not double-count this course as an elective)

PATH	333	Multicultural Drama in Performance and Production (ENGL) (3)
PATH	410	Shakespeare's Plays (ENGL) (3)

Performing Arts Electives

Twelve units of electives from the following list:

Note: some courses listed as electives are required in one of the emphases but remain electives for the other two emphases.

PA	292	Internship in Performing Arts – Lower Division (1-3) *(Repeatable for up to 3 units)*
PA	294	Independent Study (1-3) *(Repeatable for up to 6 units)*
PA	383	Scenic Design (ART) (3)
PA	384	Costume Design (ART) (3)
PA	492	Internship in Performing Arts – Upper Division (1-3) *(Repeatable for up to 6 units)*
PA	494	Independent Study (1-3) *(Repeatable for up to 6 units)*
PA	490	Special Topics (3) *(Repeatable for up to 6 units)*
PAMU	100	Music Appreciation (3)
PAMU	109	Private Lessons (1)
PAMU	200	History of Rock (3)
PAMU	307	University Chorus (1)
PAMU	308	University Orchestra (1)
PAMU	309	Private Lessons (1)
PAMU	330	Jazz in America (3)
PAMU	333	The Varieties of Musical Experience (3)
PAMU	335	The Physics of Music (PHYS) (3)
PAMU	336	Art and Music: Dissonance, Diversity and Continuity (ART) (3)
PAMU	243	Teaching Music to Children (3)
PAMU	432	Arts of the Harlem Renaissance (ART/ENGL) (3)
PATH	332	Teaching Dramatic Literature (ENGL) (3)
PATH	333	Multicultural Drama in Performance/ Production (ENGL) (3)
PATH	334	Spanish Language Drama and Theatre (SPAN) (3)
PATH	343	Teaching Drama to Children (EDUC) (3)
PATH	380	Acting II (3)
PATH	412	Drama of Ancient Greece (ENGL) (3)
PATH	444	Original Practice in Renaissance Drama (ENGL) (3)
ENGL	463	Writing for the Stage and Screen (3)

POLITICAL SCIENCE

Programs Offered

- Bachelor of Arts in Political Science
- Minor in Political Science

Political Science is the study of government, public policies and political behavior. Political Science uses both humanistic and scientific perspectives and skills to examine all countries and regions of the world. The Political Science Program is based on the educational objectives emphasized in the California State University Channel Island's mission. All students graduating with a degree in Political Science will have taken course work and developed competencies in all four key areas of the university mission: interdisciplinary and integrative learning; multicultural perspectives; international perspectives and civic engagement through service learning or experiential learning. Unlike traditional political science majors, all students will be required to complete a course on racial politics in the United States. This is not only consistent with our mission, but it reflects the ethnic and racial reality of California in the 21st century. The curriculum will have a strong international component as well, as all graduates will take international politics, and comparative government, and many of the elective courses emphasize international perspectives. All students graduating from CSUCI must complete nine units of upper division interdisciplinary course work. Finally, experiential and service learning are woven throughout the curriculum, and the required capstone course is a community based project designed to synthesize learning through analysis of an important policy issue.

Careers

The Political Science Program prepares students for careers in federal, state, and, local governments, law, business, international organizations, nonprofit associations and organizations, campaign management and polling, journalism, education, electoral politics, research and advocacy. In addition, the major in Political Science prepares students for graduate and professional study in the field of Political Science as well as International Relations and Public Administration.

Program Learning Outcomes

Students completing the requirements for a B.A. degree in Political Science will be able to:

- Write clearly and with purpose on issues of international and domestic politics and public policy;
- Participate as a civically engaged member of society;
- Analyze political and policy problems and formulate policy options;
- Use electronic and traditional library resources to research key local, state, national and international policy issues and present results;
- Demonstrate competency with basic tools underlying modern social science research including competency in statistics and qualitative analysis
- Demonstrate critical thinking, including the ability to form an argument, detect fallacies, and martial evidence, about key issues of public policy and politics;

- Discuss the major theories and concepts of political science and its subfields; and
- Deliver thoughtful and well articulated presentations of research findings.

Faculty

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Requirements for the Bachelor of Arts Degree in Political Science (120 units)

Lower Division Requirements (9 units)

POLS	102	Comparative Government (3)
POLS	103	Introduction to International Politics (3)
POLS	150	American Political Institutions (3) *

**Partially satisfies the American Institutions Requirement. The History portion is contained in the general requirements at the end of the major.*

Upper Division Requirements (16 units)

POLS	300	Research Methods in Political Science (3)
POLS	301	Political Theory (3)
POLS	303	Statistical Applications in the Social Sciences (SOC/PSY) (4)
POLS	306	The Politics of Race and Ethnicity (3)
POLS	499	Capstone (3)

Electives (15 units)

Students should select a total of 15 units from the following list:

ESRM	328	Introduction to Geographic Information Systems (3)
POLS	140	California Government and Politics (1)
POLS	305	Gender and Politics (3)
POLS	312	Interest Groups and Collective Action (3)
POLS	313	The United States Congress (3)
POLS	314	The American Presidency (3)
POLS	315	Congress and the Presidency (3)
POLS	316	State and Local Politics and Policy (3)
POLS	317	Judicial Power and Process (3)
POLS	318	Campaigns and Elections (3)
POLS	319	Political Behavior and Public Opinion (3)
POLS	320	Public Administration (3)
POLS	321	Public Budgeting (FIN) (3)
POLS	325	American Public Policy (3)
POLS	326	Government and Politics of Selected Nations (3)
POLS	327	International Relations of Selected Areas (3)
POLS	328	United States Foreign Policy (3)
POLS	329	International Law and Organizations (3)
POLS	330	Political Sociology (SOC) (3)
POLS	331	Narratives of the Working Class (ENGL/ECON/HIST/SOC) (3)
POLS	335	Politics and Film (COMM) (3)
POLS	340	Politics and the Environment (ESRM) (3)
POLS	345	Science and Public Policy (BIOL) (3)
POLS	401	Constitutional Law (3)
POLS	402	Civil Rights and Civil Liberties (3)
POLS	403	Comparative Foreign Policy (3)
POLS	404	Policy Leadership (EDUC) (3)
POLS	426	The Politics of Developing Countries (3)
POLS	430	Political Communication (COMM) (3)
POLS	431	Education Policy and Politics (EDUC) (3)
POLS	490	Special Topics in Political Science (3)
POLS	492	Service Learning in Political Science (3)
POLS	493	Internship in Political Science (3)
POLS	494	Independent Research (1-3)

Requirements for the Major in Political Science (120 units)

Lower, Upper Division and Electives	40
General Education	48
Free Electives	29
American Institutions Requirement * (chosen from the following: HIST 270, HIST 271, HIST 272, HIST 275)	3
TOTAL	**120 units**

**The Government portion of the American Institutions Requirement (POLS 150) is listed in the major courses above.*

Requirements for the Minor in Political Science (18 units)

Lower-Division Requirements (9 units)

POLS	102	Comparative Government (3)
POLS	103	Introduction to International Politics (3)
POLS	150	American Political Institutions (3)

Upper-Division Requirements (9 Uunits)

Students should select a total of 9 units from the following:

ECON	370	The World Economy (3)
ESRM	328	Introduction to Geographic Information Systems (3)
ESRM	329	Environmental Law and Policy (3)
FIN	421	Public Financial Management (3)
HIST	412	Law and Society (3)
POLS	300	Research Methods in Political Science (3)
POLS	301	Political Theory (3)
POLS	303	Statistical Applications in the Social Sciences (SOC/PSY) (4)
POLS	305	Gender and Politics (3)
POLS	306	The Politics of Race and Ethnicity (3)
POLS	312	Interest Groups and Collective Action (3)
POLS	313	The United States Congress (3)
POLS	314	The American Presidency (3)
POLS	315	Congress and the Presidency (3)
POLS	316	State and Local Politics and Policy (3)
POLS	317	Judicial Power and Process (3)
POLS	318	Campaigns and Elections (3)
POLS	319	Political Behavior and Public Opinion (3)
POLS	320	Public Administration (3)
POLS	321	Public Budgeting (FIN) (3)
POLS	325	American Public Policy (3)
POLS	326	Government and Politics of Selected Nations (3)
POLS	327	International Relations of Selected Areas (3)
POLS	328	United States Foreign Policy (3)
POLS	329	International Law and Organizations (3)
POLS	330	Political Sociology (SOC) (3)
POLS	331	Narratives of the Working Class (ENGL/ECON/HIST/SOC) (3)
POLS	335	Politics and Film (COMM) (3)
POLS	340	Politics and the Environment (ESRM) (3)
POLS	345	Science and Public Policy (BIOL) (3)
POLS	401	Constitutional Law (3)
POLS	402	Civil Rights and Civil Liberties (3)
POLS	403	Comparative Foreign Policy (3)
POLS	404	Policy Leadership (EDUC) (3)
POLS	426	The Politics of Developing Countries (3)
POLS	430	Political Communication (COMM) (3)
POLS	431	Education Policy and Politics (EDUC) (3)
POLS	490	Special Topics in Political Science (3)
POLS	492	Service Learning in Political Science (3)
POLS	493	Internship in Political Science (3)
POLS	494	Independent Research (1-3)

PSYCHOLOGY

Programs Offered

- Bachelor of Arts in Psychology
- Minor in Psychology
- Minor in Developmental Psychology

Psychology is the study of the aspects of mind related to human nature, our relationships to each other, and our relationship to the world at large. While psychology is often scientific in its outlook, it also includes ways of knowing and understanding the world based on philosophy and the arts. In this sense psychology is one of the broadest of disciplines, encompassing a wide range of academic areas and endeavors. Psychology recognizes the diverse cultural, economic, ethnic, historical, and political viewpoints that exist in a multicultural world. The discipline seeks to understand how these viewpoints interact with individual and group behavior in order to encourage a rich pluralism of human interaction.

The psychology program at CSUCI is unique in two aspects. The first is that students will have some exposure to all major areas of psychology through a required sequence of core courses. Included in these courses is a year-long upper division course in quantitative reasoning. This core-course curriculum borrows an ideology from the best undergraduate psychology programs, producing students with knowledge in all branches of psychology as well as methodological skills that can be widely applied within and outside of the discipline.

The second unique aspect of the CSUCI psychology program is its interdisciplinary course offerings. These interdisciplinary courses offer students a chance to experience the intersection of psychology with other disciplines. This closely follows how psychology is understood and practiced in the world at large.

Careers

Graduates of the CSUCI undergraduate psychology program will be prepared to work in a variety of settings. Typically, psychology graduates do well finding jobs. However, we recognize that nationally approximately 23% of undergraduate psychology majors go on to graduate school for masters, doctorates, or other professional degrees. Therefore, the psychology faculty at CSUCI are committed to helping students gain admittance into graduate or professional schools.

Program Learning Outcomes

Graduating from the Psychology program:

- Students should be familiar with the major theoretical approaches, findings and historical trends in psychology;
- Students should understand and be able to use major research methods in psychology, including design, data analysis and interpretation;
- Students should have an understanding of applications of psychology to personal, social and organizational issues;
- Students should demonstrate information competence and the ability to use computers and other technology for multiple purposes;

- Students should use and respect skeptical inquiry, critical thinking, and the scientific approach to understanding behavior;
- Students should have an understanding of the complexity of cultural diversity;
- Students should be able to express themselves effectively in written and oral communication; and
- Students should understand themselves and others in a cultural context and develop interpersonal skills for diverse settings over the lifespan.

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Requirements for the Bachelor of Arts in Psychology (120 units)

Lower Division Required Courses (15 units)

Psychology majors must take each of these courses:

PSY	100	Introduction to Psychology (3)
PSY	202	Statistics (MATH) (3)
PSY	211	Cognition and Learning (3)
PSY	213	Developmental Psychology (3)
PSY	217	Theories of Personality (3)

Students will need to obtain a grade of C- or better to apply these courses to the psychology major. Students may substitute equivalent courses taken at other universities in each area by articulation agreement or by permission of the Psychology program. Nine units from these required lower division courses may be counted towards GE requirements.

Upper Division Required Core Courses (22 units)

Psychology majors will normally take these courses at CSUCI. Students may substitute equivalent courses taken at other universities in each area by articulation agreement or by permission of the Psychology program. All courses must be passed with a grade of C- or better to apply toward the Psychology major.

PSY	300	Psychological Research and Statistical Methods I (3)
PSY	301	Psychological Research and Statistical Methods II (3)
PSY	310	History and Systems of Psychology (3)
PSY	312	Social Psychology (3)
PSY	313	Clinical and Abnormal Psychology (3)
PSY	314	Behavioral Neuroscience (4)

Upper Division Psychology Electives (12 units)

Psychology majors must take 12 units of Upper Division Psychology Electives. These courses range from 330-499 (up to 6 units from interdisciplinary Psychology courses number 330-349 or 430-449 may be double-counted towards the upper division GE requirement). Not all courses will be taught in all years. Students must obtain a grade of C- or better (or CR) in each of these courses to apply them to the psychology major. The current list of Upper Division Elective courses in Psychology is as follows:

PSY	333	Measurement and Testing of Groups and Individuals (3)
PSY	337	Psychological Ethics and Moral Philosophy (3)
PSY	338	Psychology of Art and Artists (ART) (3)
PSY	339	Psychology in Literature (ENGL) (3)
PSY	340	History and Psychology of Nazi Germany (HIST) (3)
PSY	344	Psychology and Traditional Asian Thought (3)
PSY	345	Individuals with Disabilities in Society (SPED) (3)
PSY	346	Human Motivation (3)
PSY	400	Case Studies in Psychopathology and Clinical Psychology (3)

PSY	410	Psychological Testing (3)
PSY	415	Assessment of Children (3)
PSY	432	Seminar in Leadership (3)
PSY	436	Psychology and History of East Asian Warrior Cultures (HIST) (3)
PSY	441	Psychology of Space (3)
PSY	445	Adolescent Development (3)
PSY	449	Human-Computer Interaction (COMP) (3)
PSY	450	Advances in Neural Science (3)
PSY	457	Criminal Behavior (3)
PSY	461	Advanced Topics in Child and Adolescent Development (3)
PSY	470	Seminar in Freud and Object Relations Theory (3)
PSY	471	Seminar in Jungian and Archetypal Psychology (3)
PSY	473	Bizarre Behavior and Culture Bound Syndromes (3)
PSY	483	Applied Multivariate Analyses (3)
PSY	490	Topics in Psychology (1-3)
PSY	492	Psych Internship or Service Learning (1-3)
PSY	494	Independent Research in Psychology (1-3)
PSY	497	Directed Study in Psychology (1-3)
PSY	499	Senior Capstone Course (1-3)

Required Supporting and Other GE Courses (71 units):

General Education 48
Title V, United States History, Constitution and American Ideals 6
University Electives 17

Minor in Psychology (18-19 units)

The minor in psychology gives students concentrated exposure to the philosophy, history, methods and theories related to the study of the mind and behavior. The minor in psychology is appropriate for students interested in understanding how human psychological perspectives can influence their major field of study and the world around them.

Lower-Division Requirements (9 units)

PSY	100	Introduction to Psychology (3)

Two courses from the following list (6 units):

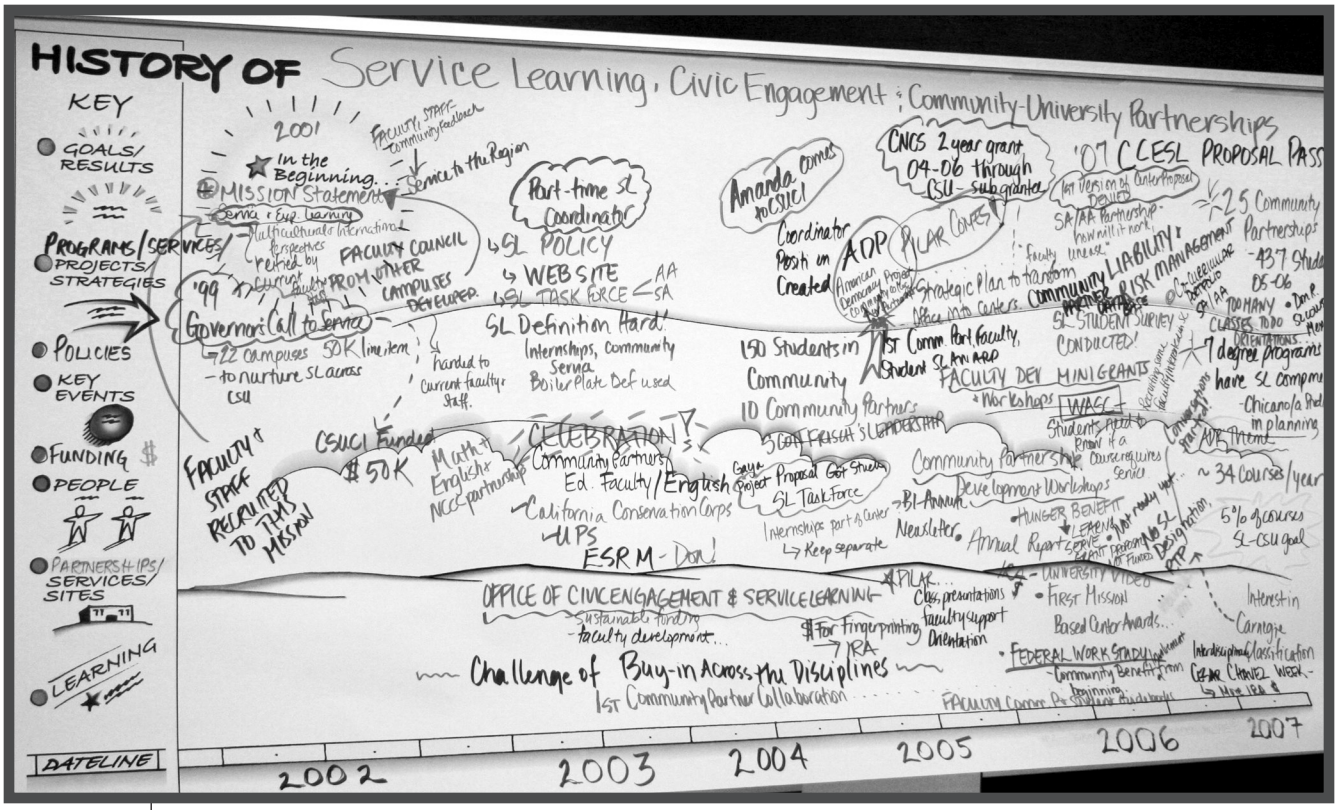
PSY	210	Learning, Cognition, & Development (3)
or		
PSY	211	Cognition and Learning (3)
PSY	212	Neurobiology & Cognitive Science (3)
PSY	213	Developmental Psychology (3)
PSY	217	Theories of Personality (3)
PSY	220	Human Sexual Behavior (3)

Upper-Division Requirements (9-10 units)

One course from the following list (3 units):

PSY	310	History and Systems in Psychology (3)
PSY	312	Social Psychology (3)
PSY	313	Clinical and Abnormal Psychology (3)
PSY	314	Behavioral Neuroscience (4)

Six units of coursework from any psychology courses at the 300 level or above (6 units).



Minor in Developmental Psychology (18-19)

(Child and Adolescent Emphasis) (18-19 units)

The minor in developmental psychology gives students concentrated exposure to the methods and theories related to how children and adolescents develop. Cognitive, emotional, and social perspectives will be covered as well as methods for psychological assessment. The minor in developmental psychology is appropriate for students interested in understanding how human developmental perspectives can influence their major field of study.

Lower-Division Requirements (6 units)

Each of the following courses (6 units):

PSY 213 Developmental Psychology (3)

Choose one of the following:

PSY 210 Learning, Cognition & Development (3) or
PSY 211 Cognition and Learning (3)

Upper-Division Requirements (12-13 units)

One course from the following list (3-4 units):

PSY	310	History and Systems of Psychology (3)
PSY	312	Social Psychology (3)
PSY	313	Clinical and Abnormal Psychology (3)
PSY	314	Behavioral Neuroscience (4)

Three courses from the following list (9 units):

PSY	333	Measurement and Testing of Groups and Individuals (3)
PSY	345	Individuals with Disabilities in Society (SPED) (3)
PSY	415	Assessment of Children (3)
PSY	445	Adolescent Development (3)
PSY	461	Advanced Topics in Child and Adolescent Development (3)



SOCIOLOGY

Programs Offered

- Bachelor of Arts in Sociology
- Minor in Sociology

Sociology is the systematic study of the organization, dynamics and consequences of social life. The scope of the discipline is as broad and diverse as social life itself. The subject matter of sociology ranges from the intimate family to the hostile mob, from crime to cults, from the divisions of inequities of race, ethnicity, nationality, gender, and class to the beliefs of a common culture, and from work to leisure and sport. The Sociology major at CSUCI is designed to give students the ability to analyze the world around them, its people and institutions, from local and particular issues that affect people in Ventura County and the region to national and international questions. The program stresses the mission of CSUCI: we value interdisciplinarity and we emphasize the multicultural, global perspective which is the hallmark of Channel Islands programs. Graduates of the Sociology Program will be well-trained in the empirical methodology of the discipline to engage in the systematic study of human social interaction and institutions. The Sociology major will prepare students for further study and for entry into a variety of professional paths.

Careers

A B.A. degree in sociology can lead to career opportunities in law, management, marketing, public relations, journalism, social work, urban and environmental planning, public services, teaching, corrections, counseling, human resources, state and federal employment, and other professions. Sociology graduates are employed in both the for-profit and non-profit sectors. Many business, political science, pre-law and other students take sociology as a minor or a second major because of the applicability of sociology to their chosen professions. Graduate study can also lead to careers within the academy doing teaching and research, as well as careers in applied research in social service, public planning, education, mental health, business, and various governmental settings.

Programs Learning Outcomes

The Sociology Program at CSUCI has stated goals and learning objectives (see http://sociology.csuci.edu/redesign/learningobjectives.htm).
Students will demonstrate:

- Understanding the role of evidence in the social sciences and how to conduct both quantitative and qualitative sociological research;
- Effective communication, written and oral, about the field of sociology;
- Substantive knowledge of core areas and controversies in sociology and the ability to think critically about them;
- Understanding the history and evolution of the discipline of sociology; and
- Preparedness for professional or graduate study beyond the B.A. degree, or for entry into a career in the social sciences.

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Requirements for the Bachelor of Arts Degree in Sociology (120 units)

The Sociology Major is a 43 Unit major. Students are encouraged to declare a second major or minor in a related discipline, depending on their interests.

Lower Division Requirements (9 units)

SOC	100	Introduction to Sociology (3)
SOC	201	Social Problems in a Service Learning Context (3)
SOC	202	Introduction to Research Methods (3)

Upper Division Requirements (19 units)

SOC	303	Statistical Applications In The Social Sciences (POLS/PSY) (4)
SOC	310	Research Methods in Sociology (3)
SOC	350	Stratification and Social Class (3)
SOC	420	Classical Sociological Theory (3)
SOC	421	Contemporary Sociological Theory (3)
SOC	499	Capstone (3)

Emphasis Requirements (12 units)

Select a minimum of 12 units in areas (1), (2) or (3). SOC 490, 492 and 494 must be cleared by instructor.

1. Institutions

SOC	322	Sociology of Popular Culture (ENGL/COMM) (3)
SOC	330	Political Sociology (POLS) (3)
SOC	370	Crime and Society (3)

SOC 374 Sociology of Organizations (3)
SOC 412 Sex, Love and Money: The Family (3)
SOC 415 Sociology of Religion (3)
SOC 418 Sociology of Education (3)
SOC 336 Social Entrepreneurship (BUS) (3)
SOC 490 Topics in Sociology (3)
SOC 492 Field Experience in Sociology (3)
SOC 494 Independent Research (3)

2. Inequalities

SOC 331 Narratives of the Working Class (ECON/ENGL/HIST/POLS) (3)
SOC 336 Social Entrepreneurship (BUS) (3)
SOC 360 Race and Ethnicity (3)
SOC 372 Urban Sociology (3)
SOC 410 Sociology of Gender and Sexuality (3)
SOC 418 Sociology of Education (3)
SOC 433 Topics in Gay, Lesbian, Bisexual and Transgender Studies (1)
SOC 448 Sociology of Globalization and Development (BUS/ECON) (3)
SOC 490 Topics in Sociology (3)
SOC 492 Field Experience in Sociology (3)
SOC 494 Independent Research (3)

3. Social Processes

SOC 330 Political Sociology (POLS) (3)
SOC 348 Healthy Aging (PSY/NURS) (3)
SOC 352 Social Movements (3)
SOC 372 Urban Sociology (3)
SOC 374 Sociology of Organizations (3)
SOC 429 Social Change in Spain (SPAN) (3)
SOC 440 Population Studies (ESRM) (3)
SOC 448 Sociology of Globalization and Development (BUS/ECON) (3)
SOC 490 Topics in Sociology (3)
SOC 492 Field Experience in Sociology (3)
SOC 494 Independent Research (3)

Electives (3 units)

Three upper division elective units in sociology outside the student's emphasis area (see above).

Required Supporting, General Education Elective Courses (77 units)

American Institutions Requirement (6)
Other GE Courses (45)
Electives (26)

Requirements for the Minor in Sociology (21 units)

Lower-Division Requirements (6 units)

(including pre-/co-requisites)

SOC 100 Introduction to Sociology (3)
SOC 202 Introduction to Research Methods (3)

Upper-Division Requirements (15 units)

15 units of upper division sociology courses in the core or across the area emphasis.



SPANISH

Program Offered

- Bachelor of Arts in Spanish
- Minor in Spanish

The Spanish program at CSUCI provides students the opportunity to develop their Spanish-language skills while deepening their knowledge and appreciation of the peoples and cultures of the Hispanic world. Spanish is the first language of approximately 400 million people in 21 countries. Hispanic cultures and peoples form an integral part of U.S. history and society, and Spanish is the most prevalent second language in California and in most regions of the country.

Being bilingual is a tremendous asset and can open doors to students entering numerous occupations and careers, such as advertising, agriculture, business, government, health services, interpreting, journalism, law, public relations, social services, teaching, translation, and the travel industry. These fields, and many others, increasingly seek candidates who possess Spanish language ability and cultural sensitivity. The program addresses the needs of students by preparing them for an increasingly pluralistic and globally oriented society, as well as a competitive career world.

The B.A. in Spanish is thirty-four (34) units, providing students the opportunity to pursue a minor in another discipline or even a second major. The Spanish minor is twenty (20) units. Students can choose course work that focuses on language, culture, linguistics, literature, Spanish for careers, translation, and art or history. All courses with a SPAN prefix are taught in Spanish so that students develop proficiency in the language. Spanish majors and minors are encouraged to participate in a study abroad program.

Program Learning Outcomes

Students graduating from the Spanish program will be able to:

- Achieve intermediate-high to advanced language proficiency in speaking, listening, reading and writing (proficiency levels are defined by the American Council on the Teaching of Foreign Languages); and
- Demonstrate a reasonable understanding of the ways of thinking (ideas, beliefs, attitudes, values, philosophies), behavioral practices (patterns of social interactions), and the cultural products (for example, art, history, literature) of the Spanish-speaking world.

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Contact Information

http://spanish.csuci.edu/

Requirements for the Major in Spanish (34 units)

Prerequisites

Spanish majors will have completed the equivalent of first year college level Spanish in high school, at a community college, or by completing SPAN 101 and SPAN 102 at CSUCI, prior to beginning the Spanish major.

Lower Division Requirements (8 units)

Students must take eight units of second-year Spanish courses:

SPAN	201	Intermediate Spanish I (4)
and		
SPAN	202	Intermediate Spanish II (4)
or		
SPAN	211	Spanish for Heritage Speakers I (4)
and		
SPAN	212	Spanish for Heritage Speakers II (4)

Upper Division Requirements (26 units)

Students with intermediate high language proficiency may begin the major by taking upper-division courses. Student proficiency will be determined according to the proficiency guidelines developed by the American Council on the Teaching of Foreign Languages, and will be assessed by the Spanish faculty. For these students, a total of 34 units of upper-division courses are required to complete the Spanish major.

All Spanish majors must complete at least 11 units of 400-level courses with a SPAN prefix.

Core (11 units)

All students must take one course from each of the following categories.

Language (3 units)

Select either:

SPAN 301 Advanced Spanish: Part One (3)
or
SPAN 302 Advanced Spanish: Part Two (3

Literature (3 units)

SPAN 310 Introduction to Prose, Poetry & Drama (3)

Culture (3 units)

Select either:

SPAN 410 Civilizations and Cultures of Spain (3) or
SPAN 411 Civilizations and Cultures of Latin America (3)

Capstone (2 units)

SPAN 499 Capstone in Spanish (2)

Electives (15 units)

Choose from the following:

SPAN 301* Advanced Spanish: Part One (3)
or
SPAN 302 Advanced Spanish: Part Two (3)

SPAN 304 Spanish for Careers and Professions (3)
SPAN 311 Estudios Literarios Bilingües/ Bilingual Literary Studies (ENGL) (3)
SPAN 315 Contrastive Features of Spanish and English (3)
SPAN 320 Introduction to Spanish Translation (3)
SPAN 334 Spanish Language Drama and Theatre (3)

SPAN 410* Civilizations and Cultures of Spain (3)
or
SPAN 411 Civilizations and Cultures of Latin America (3)

SPAN 415 Spanish Language Variation and Diversity (3)
SPAN 420 Specialized Spanish Translation (3)
SPAN 429 Social Change in Spain (SOC) (3)
SPAN 460 Masterpieces of Spanish Literature (3)
SPAN 461 Masterpieces of Latin American Literature (3)
SPAN 490 Special Topics in Spanish (3)

**Students may choose as electives courses found in the Core, provided the 11-unit core is completed.*

One of the following courses may also be chosen as an elective for the Spanish major:

ART 333 History of Southern California Chicana/o Art (HIST) (3)
ENGL 334 Narratives of Southern California (ENGL) (3)
ENGL 453 Hispanic/Hispanic American Literature (3)
HIST 402 Southern California Chicano/a History and Culture (3)
HIST 420 History of Mexico (3)
HIST 421 Revolutionary Mexico, 1876-1930 (3)

Requirements for the Minor in Spanish (20 units)

The Spanish minor provides students the opportunity to develop their Spanish-language skills while deepening their knowledge of the peoples and cultures of the Hispanic world. Students can choose from coursework which focuses on language, linguistics, culture, Spanish for careers, literature, translation, and art or history.

Lower Division Requirements (8 units)

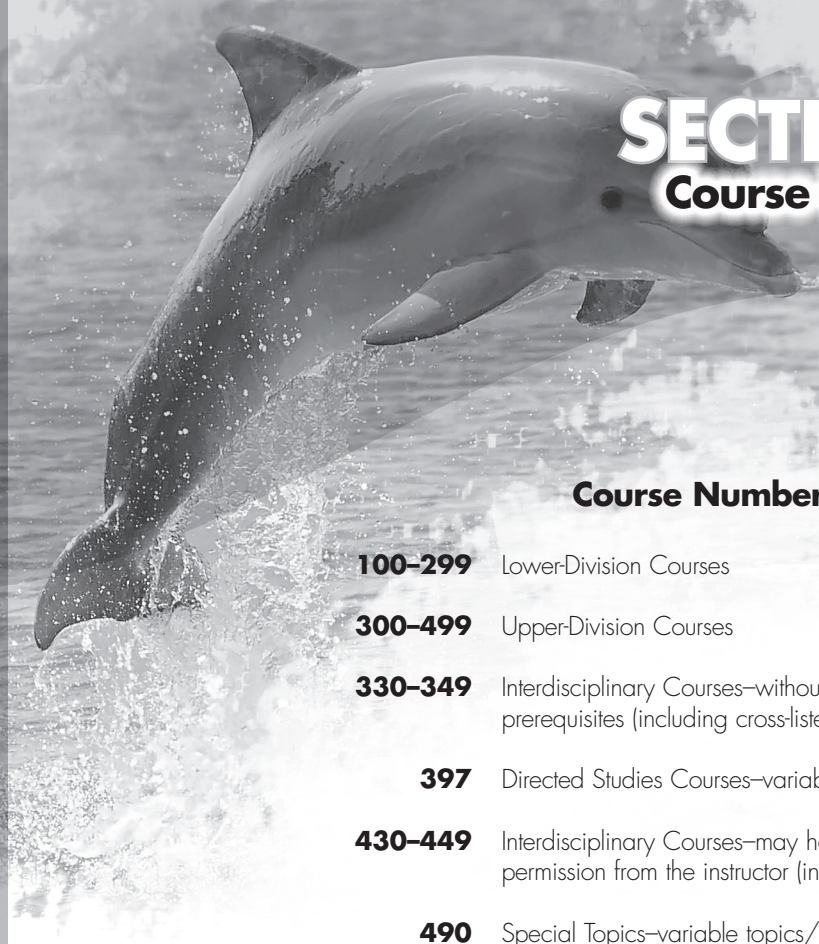
SPAN 201 Intermediate Spanish I (4)
and
SPAN 202 Intermediate Spanish II (4)
or
SPAN 211 Spanish for Heritage Speakers I (4)
and
SPAN 212 Spanish for Heritage Speakers II (4)

Upper Division Requirements (12 units)

Select four courses from the following:

ART 333 History of Southern California Chicana/o Art (HIST) (3)
SPAN 301 Advanced Spanish: Part One (3)
SPAN 302 Advanced Spanish: Part Two (3)
SPAN 304 Spanish for Careers and Professions (3)
SPAN 310 Introduction to Prose Poetry and Drama (3)
SPAN 311 Estudios Literarios Bilingües/ Bilingual Literary Studies (ENGL) (3)
SPAN 315 Contrastive Features of Spanish and English (ENGL) (3)
SPAN 320 Introduction to Spanish Translation (3)
SPAN 334 Spanish Language Drama and Theatre (3)
SPAN 410 Civilizations and Cultures of Spain (3)
SPAN 411 Civilizations and Cultures of Latin America (3)
SPAN 415 Spanish Language Variation and Diversity (3)
SPAN 420 Specialized Spanish Translation (3)
SPAN 421 Spanish for Educators I (3)
SPAN 422 Spanish for Educators II (3)
SPAN 429 Social Change in Spain (SOC) (3)
SPAN 460 Masterpieces of Spanish Literature (3)
SPAN 461 Masterpieces of Latin American Literature (3)
SPAN 490 Special Topics in Spanish (3)





SECTION 12
Course Descriptions

Course Numbering

100–299	Lower-Division Courses
300–499	Upper-Division Courses
330–349	Interdisciplinary Courses–without prerequisites (including cross-listed courses)
397	Directed Studies Courses–variable topic credit courses
430–449	Interdisciplinary Courses–may have prerequisites or require permission from the instructor (including cross-listed courses)
490	Special Topics–variable topics/credit courses
492	Service Learning/Internship Courses–variable credits
494	Independent Research Courses–variable credits
497	Directed Studies Courses–variable topics/credit courses
498	Senior Thesis Courses–variable topics/credit courses
499	Undergraduate Capstone Courses
500–699	Graduate and Teacher Credential Courses

ACCOUNTING

ACCT 210 FINANCIAL ACCOUNTING (3)
Three hours lecture per week
Introduction to accounting principles: accumulation, measurement, and evaluation of accounting data. Topics include internal controls, financial statement analysis and interpretation, and use of spreadsheets in accounting applications.

ACCT 220 MANAGERIAL ACCOUNTING (3)
Three hours lecture per week
Prerequisite: ACCT 210
Continues the exploration of accounting principles and topics: investing and financing activities, cost and budgeting systems, cash flow analysis, accounting for debt and equity, and introduces using accounting data for decision making.

ACCT 290 FINANCIAL AND MANAGERIAL ACCOUNTING: INTENSIVE REVIEW (1)
Prerequisite: ACCT 210 and ACCT 220 or equivalent
Corequisite: ACCT 300
This course is an intensive in-depth review of the effect of accounting transactions on the basic financial statements, the uses and limitations of basic financial statements, cost function, cost behavior, and the impact of cost function and behavior on the basic financial statements and decision making. This accelerated course meets six hours each of the first three Saturdays of a semester.
Graded Credit/No Credit

ACCT 300 APPLIED MANAGERIAL ACCOUNTING (3)
Three hours lecture per week
Prerequisite: ACCT 210 and ACCT 220 or equivalent courses
Presents and analyzes the principles, methods, procedures, and applications for managerial accounting. Topics include understanding the business environment, cost concepts and classifications, job-order costing, process costing, cost behavior and relationships to volume and profits, variable costing, Activity Based Costing, profit planning, standard costs, relevant costs, capital budgeting decisions, cash flows, Economic Value Added, and financial statement analysis.

ACCT 410 INTERNATIONAL ACCOUNTING (3)
Three hours lecture per week
Prerequisite: ACCT 210 and ACCT 220
Designed to develop a fundamental knowledge of the assumptions, environmental considerations and techniques underlying the collection and reporting of financial information on an international scale.

ACCT 490 SPECIAL TOPICS (3)
Three hours seminar per week
Prerequisite: Consent of Instructor
In-depth analysis of current topics in accounting. Topics vary each semester. Repeatable by topic.

ACCT 492 SERVICE LEARNING/ INTERNSHIP (3)
Six hours per week
Prerequisite: Consent of Instructor
Enrollment in this course is with permission of faculty member in charge. Individual internship through service learning.
Graded Credit/No Credit

ACCT 497 DIRECTED STUDY (1-3)
Variable hours per week
Prerequisite: Consent of Instructor
Individual contracted study on topics or research selected by the student and faculty mentor. Repeatable for up to nine units.
Graded Credit/No Credit

ANTHROPOLOGY

ANTH 102 CULTURAL ANTHROPOLOGY (3)
Three hours lecture per week
The study of recent and modern societies using a cross-cultural perspective to gain an understanding on the range of human expression in culture and society. Issues discussed include ethnicity, gender, family structure, kinship, sex and marriage, socio-economic class, religion and the supernatural, language and culture, economics, political and social organization, art, and culture change.
Student Option: Graded or CR/NC
GenEd: C3B, D

ANTH 10 INTRODUCTION TO BIOANTHROPOLOGY (3)
Three hours lecture per week Examines primate evolution, human genetics, and the natural selection forces affecting human evolution. Understanding adaptations to environments and concepts of race examined.
Student Option: Graded or CR/NC
GenEd: B2

ANTH 105 INTRODUCTION TO ARCHAEOLOGY (3)
Three hours lecture per week
Examines the methods and theories archeologists use to understand the past. Origin and evolution of humans, physical and cultural adaptation, and social complexity.
Student Option: Graded or CR/NC

ANTH 106 CULTURE AND COMMUNICATION: INTRODUCTION TO LINGUISTIC ANTHROPOLOGY (3)

Three hours lecture per week
Surveys the study of communication from an anthropological perspective. Provides students with an overview of how humans interact and communicate using verbal and nonverbal language. Students learn how language both reflects and shapes thought, culture, and power/status. Exposes students to anthropological theories of language origin, language use, and cultural issues associated with language in cross-cultural contexts.

ANTH 310 CIVILIZATIONS OF AN ANCIENT LANDSCAPE: WORLD ARCHAEOLOGY (3)

Three hours lecture per week
Traces the relationship between the physical geography and the development of ancient civilizations in Pre-Columbian America, Africa, Asia, and Europe, beginning with the post-glacial period and ending with the rise of feudalism in Europe and Japan and including change from hunting and gathering groups to sedentary agriculturalists and pastoralists giving rise to later complex social organizations. Examines art, architecture, science, religion, trade economic and social systems.
Student Option: Graded or CR/NC
GenEd: D

ANTH 323 NATIVE AMERICANS OF CALIFORNIA TO THE 1850s (3)

Three hours lecture per week
This course examines the development of Native American peoples and cultures in California as they adapted to diverse environments. The environmental history of the last glacial and post-glacial periods will be examined to provide a backdrop for human history. Using archaeological, historical, and ethnographic sources, the culture history of California's Native Americans will be traced from antiquity to the 1850s. The impact of Spanish exploration, colonization, and the mission system will be traced from the perspectives of both the Native Americans and their colonizers.
Student Option: Graded or CR/NC
GenEd: C3B, D

ANTH 327 ORAL HISTORY AND THE COMMUNITY (3)

Three hours lecture per week
Prerequisite: ANTH 102 or consent of instructor
Outlines and develops the use of oral history as a research method from the 19th century to the present using examples drawn from anthropology, folklore and history. Explores different styles of interview techniques, including directed and open-ended interviews, questionnaires, and equipment with emphasis on broad, community-based research designs.
Student Option: Graded or CR/NC
GenEd: D

ANTH 332 HUMAN ECOLOGY (3)

Three hours lecture per week
This human ecology course places humans into the environment in historical and global contexts.
Discusses systems theory as it applies to human adaptation to the environment. Studies the relations among political power, ideology, and resources, integrating concepts from ecology with those from social sciences. Theories and forecasts of human population growth and migration among regions and cultures. Social and environmental impacts of population and age distribution. Natural resource constraints on growth. Topics from land development, resource planning, environmental quality, politics, economic growth, conflicts and wars.
Same as ESRM 332
GenEd: D, Interdisciplinary

ANTH 345 HUMAN EVOLUTION AND DIVERSITY (3)

Three hours lecture per week
Human biological evolution from the African savannah of 5 million years ago to the present, focusing upon adaptation to environmental conditions, disease, diet. Includes segments on ecology, evolutionary theory, genetics, natural selection, non-human primates. Discusses the concept of race from an anthropological perspective. Includes issues of speciation and race, adaptation to cold, heat, desert, tropics, and diseases. Compares ethnicity vs. race.
Student Option: Graded or CR/NC
GenEd: B2, Interdisciplinary

ANTH 352 APPLIED ANTHROPOLOGY (3)

Three hours lecture per week
Prerequisite: ANTH 102
Examines the applications of theory, methods and skills of the four subfields of anthropology to the solve contemporary social problems. Provides a history of applied anthropology and a conceptual framework for understanding different approaches in the field. Issues and topics covered include international development, social inequality and poverty, business and industry, education, law/criminal justice, environmental issues, and other domains.

ANTH 442 THE AFRICAN DIASPORA (3)

Three hours lecture per week
Examines the dispersal of Africans to other continents over the last two thousand years. Special attention will be paid to the African slave trade, identity formation, and nationalism. The course employs interdisciplinary methods borrowed from anthropology, art history, linguistics, and literature.
Same as HIST 442
GenEd: D, Interdisciplinary

ANTH 443 MEDICAL ANTHROPOLOGY: CROSS-CULTURAL PERSPECTIVES ON HEALTH AND HEALING (3)

Three hours lecture per week
This course provides a cross-cultural perspective on human health issues. Uses biological, cultural, and behavioral approaches to understanding the concepts of diseases and their treatment, ethnoscience, health, and complementary and alternative medicine placed in a global perspective.
Student Option: Graded or CR/NC
GenEd: D, Interdisciplinary

ANTH 444 VALUES AND VALUABLES (3)

Three hours lecture per week
Prerequisite: ANTH 102 or ECON 110
Examination of the intimate linkages between the creation of cultural values and the perception of economic value through the analysis of production and exchange in various cultural contexts. Synthesis of the debates in the field of economic anthropology and application to pre-historic, modern, Western and non-Western societies.
Same as ECON 444
GenEd: D, Interdisciplinary

ANTH 470 THE DEVELOPMENT OF ANTHROPOLOGICAL PERSPECTIVES (3)

Three hours seminar per week
Prerequisite: ANTH 102
Introduction to the development of anthropological thought from the discipline's foundation to recent trends. Surveys and critically analyzes major schools of anthropological thought employed in explaining human behavior and phenomena. Theoretical perspectives discussed include evolutionary theory, functionalism, structuralism, cultural materialism, and symbolic/interpretative anthropology.

ANTH 475 QUALITATIVE RESEARCH METHODS IN ANTHROPOLOGY (3)

Three hours lecture per week
Prerequisite: ANTH 102
Introduction to qualitative data collection and analysis in anthropology. Topics include research design, interviewing, participant observation, cross-verification of data, interactive data gathering, participatory learning, rapid rural appraisal, data interpretation, ethical and legal issues.

ANTH 477 ARCHAEOLOGICAL METHOD AND THEORY (3)

Three hours lecture per week
Prerequisite: ANTH 105
In-depth study of the methodological and theoretical foundations of archaeology. Considers the assumptions, models, and techniques archaeologists use to analyze and interpret material culture, as well as the ethical considerations of contemporary archaeological inquiry. Topics covered include research design, dating techniques, field and laboratory methods, classification and debates in modern theory. Class activities may include field and/or laboratory exercises.

ANTH 490 SEMINAR IN ANTHROPOLOGY (3)

Three hours seminar per week
Prerequisite: Consent of Instructor
This seminar explores a different topic each term. Repeatable by topic.
Student Option: Graded or CR/NC

ANTH 492 SERVICE LEARNING/ INTERNSHIP (1-3)

Variable hours per week
Prerequisite: Consent of Instructor
Individual internship through service learning.
Graded Credit/No Credit

ANTH 494 INDEPENDENT STUDY (1-3)

Variable hours per week
Prerequisite: Consent of Instructor
Individual contracted study/research on topics selected by the student for further study.
Graded Credit/No Credit

ANTH 499 CAPSTONE PROJECT (3)

Three hours seminar per week
Prerequisite: Senior Standing or Consent of Instructor
Complete an original research project based on a specific area in anthropology. Research projects may incorporate service to an area agency.

ARABIC

ARAB 101 ELEMENTARY ARABIC I (4)

Four hours lecture per week
First course in Modern Standard Arabic. Features some exposure to the Egyptian dialect. Aims at developing elementary communicative skills and knowledge about the Arab-speaking world. Not intended for students with prior knowledge of Arabic.
GenEd: C3A

ARAB 102 ELEMENTARY ARABIC II (4)

Four hours lecture per week
Prerequisite: ARAB 101 or Consent of Instructor
Arabic 102 is the second course in Modern Standard Arabic, and features some exposure to the Egyptian dialect. It aims at the continued development of students' elementary communicative skills and knowledge about the Arab-speaking world. Not intended for students with prior knowledge of Arabic.
GenEd: C3A

ART

ART 100 UNDERSTANDING FINE ARTS PROCESSES (3)

Two hours lecture and two hours laboratory per week
Entry level art experience for non Art majors. This course integrates elements of drawing, painting, sculpture and mixed media techniques. Students gain an understanding of the function of Art in everyday life through participation in the artistic process. A lab fee is required.
GenEd: C1

ART 101 WHAT IS ART? (3)

Three hours lecture per week
Prerequisite: Consent of Instructor
Introductory art appreciation course that examines art and its meanings and values.
Students learn to analyze and interpret art from diverse cultures and artistic traditions.
GenEd: C1, C3B

ART 102 MULTICULTURAL CHILDREN'S ART (3)

Two hours lecture and two hours laboratory per week
Hands-on creation of artistic projects emphasize the importance of art in the child's development and the understanding of multicultural art traditions in subject matter, materials and processes. Historical contexts and indigenous aesthetics are investigated as they relate to the development of primary skills and appreciation for art and the creative process. A lab fee is required.
GenEd: C1, C3B

ART 105 DRAWING AND COMPOSITION (3)

Six hours laboratory per week
Basic fundamentals of drawing are explored through the use of various techniques and media. Investigations into line, value, perspective and composition as related to surface and pictorial space is also investigated. A lab fee is required.

ART 106 COLOR AND DESIGN (3)

Six hours laboratory per week
Explorations in basic color theory are conducted within two-and three-dimensional design contexts. Visual elements including line, shape, form and texture are explored incorporating elements of color interaction, harmony and dissonance within a variety of visual motifs.

ART 107 LIFE DRAWING (3)
Six hours laboratory per week
The study of the human figure and its representation depicted through gesture, contour value and volume. Anatomy, proportion, foreshortening and structure are explored through observation of props and live models. A lab fee is required.

ART 108 VISUAL TECHNOLOGIES (3)
Two hours lecture and two hours laboratory per week
An introductory survey of visual technologies commonly used by artists and designers. Projects explore software applications as they relate to current methods of digital art production. Emphasis is on the development of fundamental computer skills and an understanding of the relationship between digital media and visual design.

ART 110 PREHISTORIC ART TO THE MIDDLE AGES (3)
Three hours lecture per week
Survey of the history of art, artifacts and architecture from the Prehistoric era through the Gothic period. The examination of cultural and conceptual contexts will trace the early development of Western artistic traditions.
GenEd: C1

ART 111 RENAISSANCE TO MODERN ART (3)
Three hours lecture per week
Survey of the history of art and architecture from the European Renaissance through Modern Art. Cultural and conceptual contexts will examine the evolution of the art object as a form of Western cultural expression.
GenEd: C1

ART 112 ART OF THE EASTERN WORLD (3)
Three hours lecture per week
Exploration of painting, architecture and crafts of India, China, Japan and Southeast Asia. An examination of artistic, cultural, and historical events explores the exchange of influences and ideas related to Eastern cultures.
GenEd: C1, C3B

ART 201 PAINTING (3)
Six hours laboratory per week
Prerequisite: ART 105, ART 106 and ART 107
An introduction to basic painting materials and techniques. Experiments in representational and abstract painting will explore oil, acrylic, and water-based media. Particular emphasis will be on the development of fundamental skills and the understanding of color, shape, surface and pictorial structure. A lab fee is required.

ART 202 SCULPTURE (3)
Six hours laboratory per week
Prerequisite: ART 105, ART 106 and ART 107
An introduction to basic sculpture materials and techniques. Experiments in representational and abstract sculpture will explore a variety of three-dimensional materials through additive and subtractive sculptural processes. Particular emphasis will be on the development of fundamental skills and the understanding of design, form and structural elements. A lab fee is required.

ART 203 ILLUSTRATION (3)
Six hours laboratory per week
Prerequisite: ART 105, ART 106, and ART 107
An introduction to basic materials and rendering techniques utilized in commercial illustration including a variety of media and styles exploring quash, colored pencils, pen and ink, pastels and markers. Emphasis is on the development of fundamental skills and concepts required to execute successful illustrations.

ART 204 GRAPHIC DESIGN (3)
Six hours laboratory per week
Prerequisite: ART 105 or ART 106 or ART 108 or consent of instructor
An introduction to basic concepts in graphic design for print and electronic media. Projects incorporating traditional and digital media explore typography, layout and visual design. Particular emphasis is on the development of fundamental skills leading to the ability to communicate ideas through the use of text and visual imagery. A lab fee is required.

ART 205 MULTIMEDIA (3)
Six hours laboratory per week
Prerequisite: ART 105 or ART 106 or ART107 or COMP 105 or consent of instructor
An introduction to techniques and concepts involved in the production of interactive multimedia. Projects explore basic interactive technologies utilized in the creation of digital graphics, websites and computer game designs.

ART 206 ANIMATION (3)
Six hours laboratory per week
Prerequisite: ART 105 or ART 106 or ART 107 or ART 108 or COMP 105 or consent of instructor
An introduction to basic techniques and processes involved in the production of animation. Projects include elements of concept and story development, character design, story boarding, timing, key framing, inbetweening, and cell production leading to the creation of short works in animation. A lab fee is required.

ART 207 CERAMICS (3)
Six hours laboratory per week
Prerequisite: ART 105 and ART 106
Explorations into a wide variety of ceramic ideas, techniques and materials utilized in the development of hand-building methods as applied to sculptural and vessel forms. Basic competence with the potter's wheel will also be covered. A lab fee is required..

ART 208 THE PHYSICS OF ART AND VISUAL PERCEPTION (3)
Two hours lecture and two hours lab per week
A course on the physics of light, color, art and visual perception. The course will cover the nature of light and optical phenomena, the perception and psychology of color, the reproduction of color in different media, and the analysis of art from a science perspective. The emphasis is on factors which permit the artist and observer to understand and more fully control the design and interpretation of images of all kinds. Demonstrations, experiments, and video/computer simulations are used to analyze signals received by the eyes or instruments.
Same as PHYS 208
GenEd: B1, C1

ART 209 PHOTOGRAPHY (3)
Six hours activity per week
Prerequisite: ART 108
Fundamental techniques and theories of photographic media are explored through studio experiments into various genres of photography including documentary, fine art and commercial applications. Through a series of projects that build upon one another, students produce photographic work that leads toward the development of a personal style and vision.

ART 230 THE ART OF CREATING JOURNALISM (3)
Three hours lecture per week
Prerequisite: ENGL 103 or ENGL 105
This course will integrate concepts from English/journalism, Education and Art. It is designed for students interested in producing print and photo journalism for local community publications. Topics will include journalistic writing styles and techniques, research strategies, interviewing methods, appropriate layout and design techniques. Projects will culminate in a product suitable for publication. No credit given toward the Art major.
Same as LS 230, ENGL 230
GenEd: A2

ART 310 TWO-DIMENSIONAL ART: PAINTING MEDIA AND TECHNIQUES (3)
Six hours laboratory per week
Prerequisite: ART 108 and ART 201
Studio projects explore media and methodologies in painting, drawing and related two-dimensional art forms. Assignments emphasize the integration of traditional art materials and techniques with related digital art technologies in the creation of two-dimensional art projects.

ART 311 THREE-DIMENSIONAL ART: SCULPTURE MEDIA AND TECHNIQUES (3)
Six hours laboratory per week
Prerequisite: ART 108 and ART 202
Studio projects explore media and methodologies in sculpture, ceramics and other three-dimensional art forms. Assignments emphasize the integration of traditional art materials and techniques with related digital art technologies in the creation of three-dimensional art projects.

ART 312 DIGITAL MEDIA ART: TIME-BASED IMAGING AND COMPOSITING (3)
Six hours laboratory per week
Prerequisite: ART 108 and ART 205
Studio projects explore media and methodologies in digital imaging and non-linear compositing for time-based art, digital video and digitally generated animation. Assignments emphasize the integration of traditional art techniques with emerging digital technologies in the development of time-based digital art projects presented on video, CD ROM and DVD.

ART 313 COMMUNICATION DESIGN TECHNOLOGY: GRAPHIC DESIGN FOR PRINT MEDIA (3)
Six hours laboratory per week
Prerequisite: ART 108 and ART 204
Studio projects explore media and methodologies in typography and graphic design for print media. Assignments emphasize the integration of traditional design concepts with digital art technology in projects created for print and Internet applications.

ART 314 DIGITAL MEDIA ART: DIGITAL PHOTOGRAPHY (3)
Six hours laboratory per week
Prerequisite: ART 108
An introduction to digital photography as an art form. Investigations into photographic processes include camera techniques, lighting, color imaging, photographic composition and visual design. Digital photographic software applications, monochrome prints and digital color image manipulation will be explored as related to photographic media and traditions. Photography as a commercial medium will also be investigated. A lab fee is required.

ART 315 ANIMATION MEDIA AND TECHNIQUES (3)
Six hours laboratory per week
Prerequisite: ART 206
Specialized media and artistic techniques utilized in the creation of animation are incorporated in the production of projects for video, film, multimedia and the Internet. Individual and group assignments explore a range of traditional materials combined with emerging digital processes to produce completed works in animation.

ART 316 DIGITAL ILLUSTRATION AND PAINTING (3)
Six hours activity per week
Prerequisite: ART 108, ART 201 and ART 203
Explorations into the utilization of computer-based technology in the creation of digital illustration and painting. Techniques and processes include digital drawing and painting projects that incorporate the use of vector and raster software programs. Investigations into the various applications of digital-based artwork will also be investigated. Lab fee required.

ART 317 VIDEO GAME PRODUCTION (3)
Six hours activity per week
Prerequisite: ART 205 and ART 326
An art workshop course focused on conceptualizing, designing, and producing a 3D video game. Industry-standard game development tools will be used to create a game that is a work of art in terms of gameplay, story, interface, and visual appeal.

ART 320 TWO-DIMENSIONAL ART: PAINTING THEORY AND PROCESS (3)
Six hours laboratory per week
Prerequisite: ART 310
Studio topics explore thematic approaches in the development of visual continuity and technical competency working in painting, drawing and related art processes. At this phase of study, projects focus on the integration of artistic concept, technique and proficiency in the use of two-dimensional media in the creation of individual works of art. Repeatable for up to 6 units. A lab fee is required.

ART 321 THREE-DIMENSIONAL ART: SCULPTURE THEORY AND PROCESS (3)
Six hours laboratory per week
Prerequisite: ART 311
Studio topics explore theoretical approaches in the development of visual continuity and technical competency working in sculpture, ceramics and related art processes. At this phase of study, projects focus on the integration of artistic concept, technique and proficiency in the use of three-dimensional media in the creation of individual works of art. Repeatable for up to 6 units. A lab fee is required.

ART 322 **DIGITAL MEDIA ART: TIME-BASED GRAPHICS AND VISUAL EFFECTS (3)**

Six hours laboratory per week
Prerequisite: ART 312
Studio topics explore thematic projects involving visual continuity and technical competency working in digital time-based art, animated graphics and visual effects. Projects focus on the integration of artistic concept and technological proficiency in the creation of time-based digital art presented on video, CD Rom and DVD. Repeatable for up to 6 units. A lab fee is required.

ART 323 **COMMUNICATION DESIGN TECHNOLOGY: PACKAGING AND PRE-PRESS (3)**

Six hours laboratory per week
Prerequisite: ART 313
Studio topics explore thematic approaches in the development of visual continuity and technical competency working in graphic design, production art and product identity in preparation for mass media distribution. At this phase of study, projects focus on the integration of artistic concept and technological proficiency in the creation of design projects for print, packaging, and publishing. Repeatable for up to 6 units. A lab fee is required.

ART 324 **COMMUNICATION DESIGN TECHNOLOGY: WEB DESIGN (3)**

Six hours laboratory per week
Prerequisite: ART 204 and ART 205
Studio projects investigate artistic techniques and digital applications leading to the design and implementation of Websites. The course explores factors that affect Web layout and design, such as browser, screen resolution, navigation, connection speed, typography, graphics, and color. An introduction to basic HTML will also be covered. Repeatable for up to 6 units.

ART 325 **DIGITAL MEDIA ART: DIGITAL FILMMAKING (3)**

Six hours laboratory per week
Prerequisite: ART 312 and ART 314
Studio projects focus on filmmaking as an art form. Emerging digital technologies simulate traditional motion picture production. Assignments include aspects of producing, storyboarding, directing, cinematography, lighting, and editing in digital formats, resulting in short digital film projects presented on DVD. Repeatable for up to 6 units.



ART 326 **DIGITAL MEDIA ART: 3D COMPUTER ANIMATION (3)**

Six hours laboratory per week
Prerequisite: ART 206 and ART 312 or Consent of Instructor
Studio projects explore applications of digital technologies utilized in the production of 3D Computer Animation. Assignments involve character design, wire frame modeling, texture mapping, lighting techniques, motion paths and animation techniques. Class projects result in the creation of CGI and 3D animation presented on video or DVD. Repeatable for up to 6 units.

ART 327 **COMMUNICATION DESIGN TECHNOLOGY: MULTIMEDIA THEORY AND PROCESS (3)**

Six hours laboratory per week
Prerequisite: ART 206 or ART 312 or Consent of Instructor
In-depth exploration of artistic techniques and visual concepts involved in the production of interactive multimedia. Projects investigate interactive technologies utilized in the design and creation of digital graphics, websites and computer games while emphasizing creative project development and artistic skills. Repeatable for up to 6 units.

ART 328 **DIGITAL MEDIA ART: PHOTOGRAPHIC THEORY AND PROCESS (3)**

Six hours laboratory per week
Prerequisite: ART 314
Artistic theories and digital imaging processes involved in photography as an art form and commercial medium are explored through in-depth projects including camera techniques, lighting, color imaging, photographic composition and visual design. Digital photographic software applications utilized in the creation of color and monochrome prints as well as custom image manipulation will be investigated. A focus on subject matter, history and trends in photographic media will also be covered. Repeatable for up to 6 units. A lab fee is required.

ART 329 THREE-DIMENSIONAL ART: CERAMICS THEORY AND PROCESS (3)

Six hours laboratory per week
Prerequisite: ART 207
In-depth exploration into sculptural and throwing skills, including theories and processes involved in glaze materials and specialized ceramic techniques. Functionality of gas and electric kilns in oxidation and reduction atmospheres will also be covered through individual and class projects that explore the application of ceramic technology and media as a vital and expressive art form. Repeatable for up to 6 units. A lab fee is required.

ART 330 CRITICAL THINKING IN A VISUAL WORLD (3)

Three hours lecture per week
A critical look at subjective responses and objective reasoning in the assessment of visual images that permeate every day aspects of contemporary life. Comparative studies evaluate the psychological impact of corporate logos, religious iconography and secular symbolism. The genesis of cultural icons is investigated from a historical perspective in relationship to their role in a global society.
GenEd: C1, Interdisciplinary

ART 331 ART, SOCIETY, AND MASS MEDIA (3)

Three hours lecture per week
The study of synergetic relationships between visual art and human communication dating back to the roots of civilization. Comparative studies in art and communication link ancient traditions to the development of contemporary mass media including print, photography, film, television and the internet
Same as COMM 331
GenEd: C1, D, Interdisciplinary

ART 332 MULTICULTURAL ART MOVEMENTS (3)

Three hours lecture per week
A exploration into the arts and crafts originating in African, Asian, Latin American, Middle Eastern and Native American cultures. Emphasis is on the understanding of traditions and historical contexts as well as the exploration of indigenous methods and aesthetics.
GenEd: C1, C3B, Interdisciplinary

ART 333 HISTORY OF SOUTHERN CALIFORNIA CHICANA/O ART (3)

Three hours lecture per week
An exploration of the Southern California Chicano/a culture focusing on the genesis, vitality and diversity represented in the painting, sculpture and artistic traditions of Mexican American artists. Historical movements, politics, cultural trends and Mexican folklore underlying the development of this dynamic style of art will be investigated within a variety of contexts.
Same as HIST 333
GenEd: C3B, D, Interdisciplinary

ART 334 THE BUSINESS OF ART (3)

Three hours lecture per week
Exploration into aspects of the art world business including the financial activities of art consultants, private dealers, commercial galleries, corporate art collections, public museums and international auction houses. Case studies in art marketing, gallery and museum management, contracts and commissions, as well as public image and career development will be investigated.
Same as BUS 334
GenEd: C1, D, Interdisciplinary

ART 335 AMERICAN ETHNIC IMAGES IN NOVELS, FILM AND ART (3)

Three hours lecture/discussion per week
Examines the portrayal of ethnic groups from an interdisciplinary perspective that includes, but is not limited to, the literary, historical, and anthropological modes of analysis. The course highlights the ways in which artistic works have shaped the intellectual landscape of the United States as they relate to ethnic peoples.
Same as ENGL 335, HIST 335
GenEd: C2, C3B, Interdisciplinary

ART 336 ART AND MUSIC: DISSONANCE, DIVERSITY AND CONTINUITY (3)

Three hours lecture per week
An interdisciplinary analysis of the essential elements defining modern and contemporary art and music. Discusses how artistic characteristics and music issues of the period are connected and intertwined within specific historic and cultural environments.
Same as PAMU 336
GenEd: C1, D, Interdisciplinary

ART 337 ART ON FILM AND FILM AS ART (3)

Three hours lecture per week
An interdisciplinary study of the relationships between film and traditional visual arts such as painting, sculpture and architecture. Comparative analyses expose the visual and conceptual modalities of expression used by film and art to create symbolic meanings and reveal complex links that exist between still and moving images within specific artistic, cultural, and historical contexts.
GenEd: C1, D, Interdisciplinary

ART 338 PSYCHOLOGY OF ART AND ARTISTS (3)

Three hours lecture per week
An inquiry into the mind of the artist and the psychological dynamics that underlie the creative process. Emphasis is placed on deciphering personal allegory and universal symbolism hidden within a wide range of visual and conceptual genre in painting, sculpture, film and music. The self-image of the artist will be examined from private and public point of view.
Same as PSY 338
GenEd: C1, E, Interdisciplinary

ART 351 THE BAROQUE EYE: ART, CULTURE, MONEY AND POWER (3)

Three hours lecture per week
An exploration of the history of visual art and culture during the Baroque through early Romantic periods from the seventeenth into the early nineteenth centuries. This course investigates the complex mixture of visual representation, ideology, global aesthetics and economics in painting, sculpture, prints and the decorative arts in Europe, Asia, and the Middle East.
GenEd: C1

ART 352 VISUAL CANONS OF THE ANCIENT WORLD (3)

Three hours lecture per week
This course will discuss the main visual concepts developed during the ancient times. Using examples from Greek and Roman art as well as the ancient cultures of Egypt, Mesopotamia, Asia, and the Americas, this course will explore a variety of artistic paradigms developed in the early stages of human civilization.
GenEd: C1

ART 353 MEDIEVAL WORLD: SPIRITUALITY AND REPRESENTATION (3)

Three hours lecture per week
This course will investigate the essential visual modalities of expression and reflections developed during the medieval period. The discussions will include examples from the western as well as non-western tradition. This course will focus its analysis on revealing the diverse representation and visual meaning of medieval spirituality in a variety of historical and geographical contexts.
GenEd: C1

ART 383 SCENIC DESIGN (3)

Six hours activity per week
A studio/activities course utilizing artistic techniques involved in the development of scenic design for theatrical, musical and dance productions. Script analysis, scenery sketching, drafting ground plans, elements of set construction and scenic painting will be covered in a series of studio projects.
Same as PA 383

ART 384 COSTUME DESIGN (3)

Six hours activity per week
A studio/activities course in which students develop costume designs through a process of character and script analysis. Period research, visual design, rendering and fabrication skills are achieved through practical exercises. Basic costume construction, including drafting and draping, result in the creation of costumes for theatrical, musical and dance productions.
Same as PA 384

ART 420 ADVANCED ARTISTIC PROBLEMS: TWO-DIMENSIONAL ART (3)

Six hours laboratory per week
Prerequisite: ART 320
Investigations into the development of advanced concepts, innovative processes and personal artistic style working in two-dimensional art. Students achieve increased artistic depth and advanced technical proficiency in the development of a congruent body of work in painting, drawing and mixed media. Creation of a professional portfolio presented on slides and CD ROM is a required component of the course work. Repeatable for up to 6 units. A lab fee is required.

ART 421 ADVANCED ARTISTIC PROBLEMS: THREE-DIMENSIONAL ART (3)

Six hours laboratory per week
Prerequisite: ART 321
Investigations into the development of advanced concepts, innovative processes and personal artistic style working in three-dimensional art. Students achieve increased artistic depth and advanced technical proficiency leading to the development of a congruent body of work in three-dimensional media. Creation of a professional portfolio presented on slides and CD ROM is a required component of the course work. Repeatable for up to 6 units. A lab fee is required.

ART 422 ADVANCED ARTISTIC PROBLEMS: DIGITAL MEDIA ART (3)

Six hours laboratory per week
Prerequisite: ART 322 or ART 325 or ART 326 or ART 328
Investigations into the development of advanced concepts, innovative processes and personal artistic style working in digital media art. Students achieve increased artistic depth and advanced technical proficiency leading to the development of a congruent body of work. Creation of a professional portfolio presented on Video, CD ROM or DVD is a required component of the course work. Repeatable for up to 6 units. A lab fee is required.

ART 423 ADVANCED ARTISTIC PROBLEMS: COMMUNICATION DESIGN TECHNOLOGY (3)

Six hours laboratory per week
Prerequisite: ART 323 or ART 324
Investigations into the development of advanced concepts, innovative processes and personal artistic style working in communication arts and design technology. Students achieve increased artistic depth and advanced technical proficiency leading to the development of a congruent body of work. Creation and presentation of a professional portfolio in print and interactive CD ROM is a required component of the course work. Repeatable for up to 6 units. A lab fee is required.

ART 431 EUROPEAN RENAISSANCE LITERATURE AND ART (3)

Three hours lecture/discussion per week
Prerequisite: ENGL 103 or ENGL 105 or equivalent
Examination of the literature and art of the Renaissance of the 15th and 16th centuries in Europe and England, focusing on the re-birth of the human spirit and the legacies of the Renaissance artists and writers.
Same as ENGL 431
GenEd: C1, C2, Interdisciplinary

ART 432 ARTS OF THE HARLEM RENAISSANCE (3)

Three hours lecture per week
Prerequisite: Upper division standing
Study focusing on the dramatic upsurge of creativity in art, music and literature resulting from social and political undercurrents in the African American cultural revolution in New York during the 1920s. Historical geneses and subsequent artistic legacies will also be explored.
Same as ENGL 432, PAMU 432
GenEd: C1, C2, Interdisciplinary

ART 433 WOMEN IN THE ARTS (3)

Three hours lecture per week
An investigation into the historical roles and influences of women artists in Western and non-Western traditions. Women as subject matter in painting, sculpture, photography, film and video will also be explored as related to artistic, social, historical and political issues.
GenEd: C1, D, Interdisciplinary

ART 434 THE MUSEUM: CULTURE, BUSINESS AND EDUCATION (3)

Three hours lecture per week
This course is an interdisciplinary, in-depth study of a museum from the perspective of art, business, and education. Analyzes how artistic values, business and management issues and educational projects are linked within museum practices. Each term this course is offered it will focus on a specific museum in the area.
Same as BUS 434, EDUC 434
GenEd: C1, D, Interdisciplinary

ART 435 POSTMODERN VISUAL CULTURE (3)

Three hours lecture per week
An examination of the major visual components of postmodern culture. This course will explore a wide range of issues related to the multicultural identity of contemporary culture. Developments in the 20th and early 21st centuries such as film, digital media, and critical theory as well as traditional visual forms of expression such as painting and sculptures will be discussed.
GenEd: C1, C3B, Interdisciplinary

ART 436 MODERN ART (3)

Three hours lecture per week
From nineteenth century Impressionism, through twentieth century Cubism, Surrealism, Abstract Expressionism and Pop Art, this course explores the gamut of concepts, periods, trends and -isms of the modern era (1850-1970).
GenEd: C1, Interdisciplinary

ART 451 DIVERSITY IN THE VISUAL ARTS (3)

Three hours lecture per week
This course will explore the meaning of diversity in the visual arts. The cross-cultural and chronological examples will address stylistic and conceptual changes within the specificity of various traditions as well as in connection with the global artistic arena.
GenEd: C1, C3B

ART 489 ARTS SEMINAR (3)

Three hours activity per week
Prerequisite: Senior Standing
Students interact with guest speakers, visiting artists, and industry professionals in a seminar environment. This course also affords students the opportunity to assess their training and summarize artistic achievements through group and individual projects that help prepare them for a variety of careers in the arts.

ART 490 SPECIAL TOPICS IN ART (3)

Three hours activity per week
Prerequisite: Art Major, Upper Division Standing
Special topics explore a variety of themes investigating the relationships of art and artists to aspects of social commentary, multiculturalism, experimental genres, commerce, first amendment rights and the role of art in a global society. Topics are presented on a rotating basis. Students are given the opportunity to experience in-depth interaction with visiting artists, industry professionals, art scholars and academicians.

ART 492 INTERNSHIP IN THE ARTS (1-3)

Variable hours per week
Prerequisite: Senior Standing, Art Program portfolio review, and Consent of Instructor
Experiential study in a professional artistic environment appropriate to student's interests and artistic goals. Service learning internship positions are arranged by the university, instructor or student in cooperation with local community organizations or businesses. Internship positions must meet specific criteria set by the Art program and University. Repeatable up to 3 units maximum.

ART 494 DIRECTED INDEPENDENT STUDY (1-3)

Variable hours per week
Prerequisite: Senior Standing, Art Program portfolio review, and Consent of Instructor
Independent art projects are created in conjunction with the supervising faculty. Completed projects are presented for critique and assessment.

ART 499 ARTS CAPSTONE PROJECT (3)

One hour seminar and two hours field work per week
Prerequisite: Senior Standing, portfolio review and Consent of Instructor
A culminating interdisciplinary experience in which students from various Art disciplines work in groups with fellow artists, non-art majors and community members on projects specifically designed to meet a common goal. Activities supervised by sponsoring faculty are executed on campus and/or on-site in conjunction with community organizations or businesses.

ART 520 GRADUATE STUDIES: TWO-DIMENSIONAL ART (3)

Six hours activity per week
Prerequisite: Graduate Standing
Studio projects explore theoretical, structural, and media-based approaches to the development of two-dimensional artwork. Assignments lead to conceptual, visual and technical competency working in painting, drawing and related art processes involved in the creation of individual works of art. Repeatable up to 12 units.



ART 521 **GRADUATE STUDIO: THREE DIMENSIONAL ART (3)**

Six hours activity per week
Prequisites: Graduate Standing
Studio projects explore theoretical, structural, and media-based approaches to the development of three-dimensional artwork. Assignments lead to conceptual, visual and technical competency working with traditional as well as contemporary materials and related art processes involved in the creation of individual works of art. Six hours studio activity per week. Repeatable for up to twelve units.

ART 522 **GRADUATE STUDIO: DIGITAL MEDIA ART AND TECHNOLOGY (3)**

Six hours activity per week
Prerequisite: Graduate Standing
Studio course combines history, theory, and production of projects in a range of digital media and emerging art technologies. Emphasis is placed on the interaction of advancing media and historical trends, evolving methods of communication, and the shifting relationship between art, design and technology. Repeatable for credit up to 12 units.

ART 523 **GRADUATE STUDIO: NEW ARTISTIC GENRES (3)**

Six hours activity per week
Prerequisite: Graduate Standing
Includes performance, installation, projected image, hybrid and emerging art forms. New Genres is a practice which begins with ideas and then moves to the appropriate form or media for that particular idea, sometimes inventing entirely new sites of cultural production, new methodologies, technologies, or genres in the process. Repeatable up to 12 units.

ART 530 **ANALYSIS AND CRITICISM OF ART (3)**

Three hours lecture per week
Prerequisite: Graduate Standing
Investigates theoretical and practical approaches to the analysis and criticism of art. Philosophy of aesthetic and critical view on the relationship of art, history, culture and society will form the conceptual basis for evaluation followed by rigorous in-class analysis of individual art works that respect contexts and individual visions.

ART 598 **MASTER OF FINE ARTS SEMINAR (3)**

Three hours activity per week
Prerequisite: Graduate Standing
Students interact with guest speakers, visiting artists, art critics and industry professionals in a seminar environment. Group and individual projects facilitate MFA candidates in analyzing their personal artwork and its place in the professional environment in preparation for a career in the arts.

ART 599 **MASTER OF FINE ARTS THESIS: ANALYSIS AND CRITICAL WRITING WORKSHOP (3)**

Six hours activity per week
Prerequisite: Graduate Standing
The development, articulation, and analysis of the written component of the MFA thesis. Investigate of theoretical and historical texts, and classroom workshops, discussions, and critiques.

ART 620 **ADVANCED GRADUATE STUDIO: TWO-DIMENSIONAL ART (3)**

Six hours activity per week
Prerequisite: ART 520, Graduate Standing
Studio projects explore advanced levels of theoretical, structural, and media-based approaches to the development of two-dimensional artwork. Complex individual projects lead to an in-depth approach to conceptual, visual and technical proficiency working in painting, drawing and related two-dimensional art processes involved in the development of individual pieces and a congruent body of work.

ART 621 **ADVANCED GRADUATE STUDIO: THREE-DIMENSIONAL ART (3)**

Six hours activity per week
Prerequisite: ART 521 and Graduate Standing
Studio projects explore advanced levels of theoretical, structural, and media-based approaches to the development of three-dimensional artwork. Increasingly complex assignments lead to an in-depth approach to conceptual, visual and technical proficiency working with traditional as well as contemporary materials and related art processes involved in the creation of individual pieces leading to the development of a congruent body of work. Repeatable up to 12 units.

ART 622 **ADVANCED GRADUATE STUDIO: DIGITAL MEDIA ARTS AND TECHNOLOGY (3)**

Six hours activity per week
Prerequisite: ART 522 and Graduate Standing
Advanced studio course combines history, theory, and production of projects in an expanded range of digital media and emerging art technologies. Emphasis is placed on advancing proficiency utilizing digital media as an art form. In-depth investigations are conducted into historical trends, evolving methods of communication, and the shifting relationship between art, design and technology. Repeatable up to 12 units.

ART 623 **ADVANCED GRADUATE STUDIO: NEW ARTISTIC GENRES (3)**

Six hours activity per week
Prerequisite: Graduate Standing and ART 523
Includes performance, installation, projected image, hybrid and emerging art forms at an advanced level. New Genres is a practice which begins with ideas and then moves to the appropriate form or media for that particular idea, sometimes inventing entirely new sites of cultural production, new methodologies, technologies, or genres in the process. Repeatable up to 12 units.

ART 631 **CONCEPTUAL AND THEORETICAL ISSUES (3)**

Three hours lecture/discussion per week
Prerequisite: Graduate Standing
Explorations into the historical and theoretical issues and consequential diversification of artistic media that led to the development and sustenance of conceptual art. Topics investigate the growth of performance art and installation into distinct artistic media, the impact of new technologies on art practice, the rise of media arts and the use of science and technology by artists.

ART 697 **GRADUATE DIRECTED RESEARCH (1-3)**

Three hours independent study per week
Prerequisite: Graduate Standing and Consent of Instructor
Conduct unique research under the direction of a faculty member.

ART 699 **MFA ARTISTIC PERFORMANCE (3)**

Six hours activity per week
Prerequisite: Approval of MFA Graduate Committee
Corequisite: ART 599
The culminating experience of the MFA program. An exhibition of selected works produced in graduate studio courses is mounted and presented to the public. Printed documentation will accompany the exhibit including catalog, written thesis and visual images of artworks produced and exhibited.

AMERICAN SIGN LANGUAGE

ASL 101 **AMERICAN SIGN LANGUAGE I (3)**

Three hours of lecture per week
An introduction to American Sign Language (ASL) and the visual and expressive skills needed for basic communication in ASL including finger-spelling, vocabulary, and grammar. Appreciation for the culture and diversity of the Deaf community and the contributions of Deaf individuals to literature and the Arts.
GenEd: C3A

ASL 102 **AMERICAN SIGN LANGUAGE II (3)**

Three hours of lecture per week
A continuing exploration of American Sign Language (ASL) and the visual and expressive skills needed for basic communication in ASL including finger-spelling, vocabulary, and grammar. Appreciation for the culture and diversity of the Deaf community and the contributions of Deaf individuals to literature and the Arts.
GenEd: C3A

ASTRONOMY

ASTR 105 **INTRODUCTION TO THE SOLAR SYSTEM (4)**

Three hours lecture and two hours activities per week
Descriptive introduction to the astronomical properties of the Solar System. Topics include: the historical development of astronomy, the laws that govern the behavior of the Universe, the properties of the stars and galaxies, including their origin and evolution and the Big Bang theory. Activity sessions will include computer-simulated exercises, and two field trips.
Same as PHYS 105
GenEd: B1

BIOINFORMATICS

BINF 500 **DNA AND PROTEIN SEQUENCE ANALYSIS (3)**

Three hours lecture per week
Prerequisite: BIOL 400 or Consent of Instructor
This course will introduce the computational aspects of biological inference from nucleic acid and protein sequences. Pairwise sequence comparison and multiple sequence alignment will be studied in detail. Additional topics include: RNA structure prediction, conserved sequence pattern recognition (sequence profile analysis), phylogenetic analysis algorithms, sequence data as a means to study molecular evolution, models and algorithms for genetic regulation, contig assembly, PAM and BLOSUM matrices, protein three dimensional structure prediction.

BINF 501 **BIOLOGICAL INFORMATICS (3)**

Three hours lecture per week
Prerequisite: BIOL 431 or Consent of Instructor
This course describes relational data models and database management systems with an emphasis on answering biologically important questions; teaches the theories and techniques of constructing relational databases to store various biological data, including sequences, structures, genetic linkages and maps, and signal pathways. Topics include: relational database query language SQL and the ORACLE database management system, summary of currently existing biological databases, web based programming tools, data integration and security, future directions for biological database development.

BINF 510 **DATABASE SYSTEMS FOR BIOINFORMATICS (3)**

Three hours lecture per week
Prerequisite: BINF 501 and COMP 420, or Consent of Instructor
This course is an applied, hands-on sequel to BINF 501, designed for students with interests in careers as professional programmers, analysts, designers, and managers involved in design or implementation of large bioinformatic systems. Covers concepts and methods for the design, creation, query and management of large enterprise databases, functions and characteristics of the leading database management systems. Topics include: object oriented database systems, distributed database systems, advanced database management topics, web application design and development, data warehouse systems, database mining.

BINF 511 **COMPUTATIONAL GENOMICS (3)**

Three hours lecture per week
Prerequisite: BINF 500 or Consent of Instructor
This course applies the theories and algorithms taught in BINF 500 to real-life genomic data sets, with an emphasis on practical applications, hands-on analysis, integrated approaches and collaboration. Lecture and laboratory will explore the computational and engineering tools for analyzing genomic data. The relationships between sequence, structure, and function in complex biological networks will be studied using quantitative modeling.

BINF 512 ALGORITHMS FOR BIOINFORMATICS (3)

Three hours lecture per week
Prerequisite: BINF 500 or Consent of Instructor
This course will cover advanced theory in the area of biological informatics and will build on concepts introduced in BINF 500. Topics include: methods to support construction and application of combinatorial biochemical libraries, applications of algorithmic information theory, string matching, dynamic programming, prediction of three-dimensional protein structure from peptide sequence.

BINF 513 PROGRAMMING FOR BIOINFORMATICS (3)

Three hours lecture per week
Prerequisite: BINF 501 and COMP 462 or equivalent, or Consent of Instructor
This course will provide theory and practical training in the development of programming tools and data processing systems for use in genomic/sequence analysis. There will be a strong emphasis on the development of fully-functional web-based applications under the client/server model. Students will be required to complete a term project which will involve the development of a complete client/server application directed toward a relevant bioinformatics task.

BINF 514 STATISTICAL METHODS IN COMPUTATIONAL BIOLOGY (3)

Three hours lecture per week
Prerequisite: BIOL 203, MATH 151 or Consent of Instructor
Techniques in statistical inference and stochastic modeling required for the interpretation and utilization of genomic data, including biological sequence alignment and analysis, sequence structure and function prediction, database searching, gene expression profiling, statistical genetics, phylogenetic inference and genetic epidemiology.

BIOLOGY

BIOL 100 EXPLORING THE LIVING WORLD (4)

Three hours lecture and three hours laboratory per week
An overview of biology from the molecular to the ecosystem level. Topics include the origin, diversity and evolution of life, ecology of populations and communities, the structure and function of plant and animal organ systems, biological molecules, cellular structure/function, genetics and cell division. No credit given toward the major in Biology. A lab fee is required.
GenEd: B2

BIOL 170 FOUNDATIONS OF LIFE SCIENCE (4)

Three hours lecture and three hours laboratory per week
This course meets the needs of prospective elementary school teachers. The course will cover a broad spectrum of topics including introduction to scientific inquiry with living organisms, physiology, cell biology, genetics, evolution and ecology. Current issues in biology will also be considered. The laboratories will focus on hands-on activities particularly relevant to elementary school students. No credit given toward the major in Biology. A lab fee is required.
GenEd: B2

BIOL 200 PRINCIPLES OF ORGANISMAL AND POPULATION BIOLOGY (4)

Three hours lecture and three hours laboratory per week
An introduction to organismal biology including the diversity, comparative structure, organ system function, development, phylogeny, taxonomy and systematics of prokaryotes, protists, fungi, plants and animals. Discussion of the principles of evolution including speciation and natural selection, the environmental impact and ecosystem interaction of plants and animals, the behavior of animals, population genetics and population biology. A lab fee is required.
GenEd: B2

BIOL 201 PRINCIPLES OF CELL AND MOLECULAR BIOLOGY (4)

Three hours lecture and three hours laboratory per week
Prerequisite: CHEM 105 or CHEM 121
This course will cover principles of basic chemistry, biological macromolecules, prokaryotic and eukaryotic cell structure and function, homeostasis, metabolism including both respiration and photosynthesis, cell division, signal transduction, Mendelian genetics, molecular genetics including transcription and translation, and a brief introduction to virology and immunology. The philosophy of science, scientific method and experimental design are foundational to the course. A lab fee is required.
GenEd: B2

BIOL 203 QUANTITATIVE METHODS FOR BIOLOGY (3)

Three hours lecture per week
Prerequisite: A passing score on the Entry Level Mathematics Exam (ELM) or MATH 105 or equivalent.
This course introduces students in the biological sciences to the quantitative skills and technological tools necessary to evaluate the literature and carry out original research in the discipline. Topics include the principles of biological sampling design, hypothesis generation for biological experiments, collection of observational and experimental data, statistical analysis and interpretation of biological data, and the presentation of results. Laboratories will emphasize microcomputer technology and software applications likely to be encountered in the biological sciences.
GenEd: B3, B4

BIOL 210 HUMAN ANATOMY AND PHYSIOLOGY I (4)

Three hours lecture and three hours laboratory per week.
Study of gross and microscopic anatomy and physiology of the human body. Topics include homeostasis, cell structure/function, histology, the skeletal system, the muscular system, the digestive system and the nervous and sensory systems. A lab fee is required.

BIOL 211 HUMAN ANATOMY AND PHYSIOLOGY II (4)

Three hours lecture and three hours laboratory per week

Prerequisite: BIOL 210

Study of gross and microscopic anatomy and physiology of the human body. Topics include the integumentary system, the endocrine system, the circulatory system, the immune system, the respiratory system, the urinary system and the reproductive system. A lab fee is required.

BIOL 212 NEUROBIOLOGY AND COGNITIVE SCIENCE (3)

Three hours lecture per week

Prerequisite: BIOL 100 or BIOL 200 or BIOL 201

Principles of brain organization and function underlying behavior. Topics include neuroanatomy and physiology of language, vision, sexual behavior, memory and abnormal behavior.

Same as PSY 212

GenEd: B2, E

BIOL 213 SEX, GERMS AND DISEASES (3)

Three hours lecture/discussion per week

This is a course to introduce biology of sexually transmitted diseases and their impact on society. It covers reproductive system, factors in the spread of diseases, biology and pathogenesis of infectious agents and sexually transmitted diseases caused by bacteria, viruses, fungi and protozoa. Topics also include impact of current biotechnology in relation to vaccine development, treatment and improved diagnostics of these diseases as well as challenges of these diseases to economy, public health system, individuals, and society at large.

GenEd: B2, E

BIOL 215 ANIMAL DIVERSITY (4)

Three hours lecture and three hours laboratory per week

This course will survey the animal kingdom emphasizing the continuity of animal life from simple to more complex body forms and life histories. The diversity of animal life is projected on a framework of basic ecological and evolutionary concepts. Human interactions with animals are explored through management and conservation issues as well as historical examples from the sciences of zoology, classification and evolution. Field trips to selected sites will allow direct examination of local animal diversity. A lab fee is required.

GenEd: B2

BIOL 217 MEDICAL MICROBIOLOGY (4)

Three hours of lecture and three hours of laboratory per week

Study of disease-causing microorganisms such as bacteria, viruses, fungi, protozoa and parasites, emphasizing microbial structure, genetics, physiology and pathogenesis of microorganisms. Topics also include interaction between pathogens and their hosts, animal and human diseases, diagnosis, treatment, disease prevention as well as impact of infectious diseases on psychology, society, economy and global affairs. Microbial culturing, identification, differentiation and clinical diagnostic assays will be studied in the laboratory. No credit given toward the biology major. A lab fee is required.

GenEd: B2

BIOL 260 NUTRITION FOR THERAPEUTICS AND HEALTH (3)

Three hours of lecture per week.

Prerequisite: BIOL 211 and BIOL 217; Admission to Clinical Nursing Program and instructor consent

Provides an overview of the physiological and nutritional basis of health and wellness as related to development, growth, maturation and healthy lifestyles. Focuses on the scientific role of nutrition in health promotion and disease prevention and the therapeutic role of nutrient control in disease states.

Same as NRS 260

BIOL 300 CELL BIOLOGY (4)

Three hours lecture and three hours laboratory per week

Prerequisite: BIOL 201 with a grade of C or better and CHEM 122

Detailed study of the organization and functioning of cells and cellular organelles at the cellular and molecular levels, emphasizing experimental approaches and structural and functional relationships and their regulation and control. Topics include macromolecules, membrane phenomena, metabolism, enzyme kinetics, and cellular events associated with excitable cells and tissues. A lab fee is required.

BIOL 301 MICROBIOLOGY (4)

Three hours lecture and three hours laboratory per week

Prerequisite: BIOL 201 with a grade of C or better and CHEM 122

Study of microorganisms of the environment, including disease-causing organisms, their structures and functions and their interactions to their host animals and the environment. A lab fee is required.

BIOL 302 GENETICS (4)

Three hours lecture and one hour recitation per week

Prerequisite: BIOL 201 with a grade of C or better and CHEM 122

Principles of classical transmission genetics, population genetics, with an introduction to modern molecular genetics.

BIOL 303 EVOLUTIONARY BIOLOGY (3)

Three hours lecture per week

Prerequisite: BIOL 200 and 201

This course will examine principles of biological evolution. Topics include evolutionary genetics, adaptation and natural selection, the fossil record, speciation and macroevolution.

BIOL 304 COMPARATIVE ANIMAL PHYSIOLOGY (3)

Three hours lecture per week

Prerequisite: BIOL 200 and BIOL 201

This course will use a comparative approach to examine physiological principles in a variety of vertebrate and invertebrate animals. Topics include homeostasis, respiration, excretion and physiological adaptations to environmental conditions.

BIOL 306 PATHOPHYSIOLOGY (3)
Three hours lecture per week
Prerequisite: BIOL 210 and BIOL 211 Corequisite: Generic Nursing Student: NRS 220 and NRS 221 Theory is excercised in corequisite courses and content linked. RN-BSN students have no corequisites.
Examines related pathophysiological disruptions to normal system functioning and the impact of these alterations on the individual throughout the life span. Provides rationale for nursing interventions for common health problems involving the integumentary, sensory, musculoskeletal, gastrointestinal, cardiovascular, endocrine, respiratory, hematological, renal/genitourinary, and neurological body systems.
Same as NRS 306

BIOL 310 VERTEBRATE BIOLOGY (4)
Three hours lecture and three hours lab per week
Prerequisite: BIOL 200
Vertebrate animals are the most visible animals in most ecosystems. Surveys the diversity of vertebrate evolution, physiology, anatomy, ecology, life history and conservation. Regional and marine vertebrates will be emphasized. Identification of common vertebrate animals, especially local forms. Field trips will be required. A lab fee is required.

BIOL 311 PLANT BIOLOGY AND ECOLOGY (4)
Three hours lecture and three hours laboratory per week
A general introduction to diverse structures and functions of plants and their relationship to the environment. Identification of local native plants and plant communities, uses of native plants by Native Americans, and human and environmental impacts on native plant communities. Field trips to local sites will be taken. A lab fee is required.

BIOL 312 MARINE BIOLOGY (4)
Three hours lecture and three hours laboratory per week
Prerequisite: BIOL 200
Overview of the complexity of marine life including marine plants and animals and the processes that underlie their distribution and abundance in open oceans, coastal regions, estuaries and wetlands. Topics included diverse interactions of organisms in the intertidal zone, over the continental shelves and in the open oceans. Field trips to local marine environments will be taken. A lab fee is required.

BIOL 313 CONSERVATION BIOLOGY (4)
Three hours lecture and three hours laboratory per week
Prerequisite: BIOL 200
This course explores issues surrounding the conservation of biodiversity. Topics to be covered include: species-, population-, and ecosystem-level issues, biodiversity, extinction, sustained yield, exotic species, and reserve design. Management implications and the ecology of issues are integrated throughout the course. A lab fee is required.
Same as ESRM 313

BIOL 315 INTRODUCTION TO BIOPHYSICS (4)
Three hours lecture and two hours activity per week
Prerequisite: PHYS 200
Corequisite: BIOL 300
This course applies physical methods to the study of biological systems, including transport processes and membrane phenomena, bioelectric phenomena, photosynthetic systems and visual systems. Biophysical methods will include the techniques of patch clamping and optical tweezers, and the measurement of action potentials and evoked responses. There will be an emphasis on modeling and on problem solving, with appropriate mathematics when necessary. The practical activity session will include computer modeling and simulation, and laboratory demonstrations and exercises. A lab fee is required.
Same as PHYS 315

BIOL 316 INVERTEBRATE ZOOLOGY (4)
Three hours lecture and three hours laboratory per week
Prerequisite: BIOL 200
This course will survey invertebrates from simple, single-celled protists to the most complex of invertebrate animals. Over ninety-five percent of the animals on earth are invertebrates – animals without backbones. Aspects of the ecology, physiology and evolutionary history of this diverse array of animals will be examined. Human interactions with invertebrates and conservation issues will also be highlighted. Field trips will be required. A lab fee is required.

BIOL 317 PARASITOLOGY (4)
Three hours lecture and three hours laboratory per week
Prerequisite: BIOL 200
This course surveys the diversity of parasitic animals and protists. The parasitic life mode is found in a broad range of animal and protistan phyla, as well as some plant groups. Parasite-host relationships are often tightly co-evolved. Parasites have remarkable and complex adaptations to allow survival and successful reproduction and dispersal. Topics examined will include evolution and life histories of representative parasites, along with medical and epidemiological factors of those that affect humans or domestic animals. A lab fee is required.

BIOL 318 MEDICAL MYCOLOGY (4)
Three hours lecture per week
Three hours laboratory per week
Prerequisite: BIOL 200
Surveys the structure, nutritional requirements, ecology, and economic importance of fungi. Topics will include the impact of fungi both on natural ecosystems and human civilization with emphasis on the biology of fungi causing major diseases in humans.

BIOL 326 SCIENTIFIC AND PROFESSIONAL ETHICS (3)

Three hours lecture per week
Discussion of ethical issues and societal challenges derived from scientific research and professional activities. Examines the sources, fundamental principles, and applications of ethical behavior; the relationship between personal ethics and social responsibility of organizations; and the stakeholder management concept. Applies ethical principles to different types of organizations: business, non-profits, government, health care, science/technology, and other professional groups. Topics also include integrity of scientific research and literature and responsibilities of scientists to society, intellectual property, ethical practices in professional fields, ethical dilemmas in using animal or human subjects in experimentation, gene cloning, animal cloning, gene manipulation, genetic engineering, genetic counseling, and ethical issues of applying biotechnology in agricultural fields.
Same as MGT 326
GenEd: D

BIOL 331 BIOTECHNOLOGY IN THE TWENTY-FIRST CENTURY (3)

Three hours lecture per week
Presentation of recent advances in biotechnology and discussion of societal implications. Topics include the processes and methods used to manipulate living organisms, or the substances and products from them, for use in medicine, agriculture, food production, gene therapy, forensics and warfare. The social, ethical and political issues raised by modern biotechnology will be discussed. No credit given toward the biology major.
Same as BUS 331
GenEd: B2, D, Interdisciplinary

BIOL 332 CANCER AND SOCIETY (3)

Three hours lecture per week
The underlying molecular causes of cancer, the impact of environmental and genetic factors on cancer causation and prevention, recent advances in diagnosis and treatment of the disease, and the impact that this disease, which will affect one in three adults, has on society. No credit given toward the biology major.
GenEd: B2, D, Interdisciplinary

BIOL 333 EMERGING PUBLIC HEALTH ISSUES (3)

Three hours lecture per week
Discussion of emerging infectious diseases and other health related issues with global concerns such as AIDS, tuberculosis, sexually transmitted diseases, cardiovascular diseases, animal and bird diseases which may be transmitted to people, food and blood safety issues, environmental public health hazards, immigration and public health issues, potential biological weapons and their impact on human and animal populations in the world and the ecosystem.
GenEd: B2, E, Interdisciplinary

BIOL 334 NATURAL HISTORY OF VENTURA COUNTY (3)

Two hours lecture and three hours laboratory per week
This course will explore the biota and ecosystems of Ventura County. Local ecosystems include chaparral, marine, stream, desert, mountain and island. Topics covered will be classification and diversity of conspicuous regional flora and fauna in the field and laboratory, basic ecological and evolutionary principles of botanical and zoological classification, ecosystem diversity and function. Indigenous cultural and colonial era use of biotic resources, history of scientific exploration of the region, conservation and preservation issues, restoration of natural habitats, adaptation, life history and physiology of resident organisms will also be covered. Field trips will be required. A lab fee is required.
GenEd: B2, Interdisciplinary

BIOL 335 THE BIOSPHERE (3)

Three hours of lecture per week
The biosphere, the region of the planet where life exists, extends up into the atmosphere as well as down into the deepest ocean trenches. This course will examine the origin, workings, and human influence on earth's biosphere. Topics include evolution of life on earth, atmosphere and climate changes, earth's resources and human impacts.
GenEd: B2, Interdisciplinary

BIOL 342 THE ZOO: CONSERVATION, EDUCATION AND RECREATION (3)

Three hours lecture per week
An interdisciplinary study of zoos and zoological gardens from scientific, managerial, business, recreational and educational perspectives. Analyzes how these perspectives are linked within zoo practices. The course will include an in-depth case study of a local zoo. Field trips to local zoos will be required.
Same as BUS 342, ECON 342, EDUC 342
GenEd: D, Interdisciplinary

BIOL 345 SCIENCE AND PUBLIC POLICY (3)

Three hours lecture per week
Examines the relationship between science, politics, and public policy and prepares students to make informed decisions concerning the societal implications of many rapidly advancing avenues of scientific research.
Same as POLS 345
GenEd: D, Interdisciplinary

BIOL 400 MOLECULAR BIOLOGY (4)

Three hours lecture and three hours laboratory per week
Prerequisite: BIOL 300 or BIOL 302 with a grade of C or better
Study of informational macromolecules and how they direct molecular processes in both eukaryotic and prokaryotic cells. Topics include structure, function and regulation of the genetic material at the molecular level, gene organization, structures and functions of DNA, RNA and proteins, gene transcription and expression, RNA processing, genomics and proteomics. A lab fee is required.

BIOL 401 BIOTECHNOLOGY AND RECOMBINANT DNA TECHNIQUES (5)

Three hours lecture and six hours laboratory per week
Prerequisite: BIOL 400 with a grade of C or better
Theory and application of molecular biotechnology to problems in medicine, agriculture, forensics, and the environment. This is a laboratory-intensive course emphasizing technical skills in DNA and RNA manipulation, trouble-shooting, experimental design, and data interpretation. A lab fee is required.

BIOL 402 TOXICOLOGY (3)

Three hours lecture per week

Prerequisite: BIOL 201 with a grade of C or better and CHEM 122

An in depth study of toxic chemicals and their interactions within the ecosystems. Topics include the origin, fate, chemical and biological detection, and quantification of pollutants and toxins and their impact on organisms at the molecular, biochemical, cellular, physiological, organismal, and community levels of organization. Basic toxicology, genetic toxicology, environmental mutagenesis and the molecular basis of mutation induction will be covered.

BIOL 403 FOUNDATIONS OF STRUCTURAL BIOLOGY (4)

Three hours lecture and three hours lab per week

Prerequisite: BIOL 300

Study of structure and function of biological macromolecules. Topics include basic structures and properties of macromolecules in biological systems, molecular evolution, conformational changes of macromolecules and their biological implications and techniques used to determine molecular structure of biological macromolecules. Special emphasis will be placed on the role of structural biology in the design and understanding of both biological and chemical pharmaceutics. A lab fee is required.

BIOL 404 PLANT AND ANIMAL TISSUE CULTURE (3)

Two hours lecture and three hours lab per week

Introductory course in the theory and concepts of animal and plant cell and tissue culturing including the fundamentals of tissue culture techniques, subculturing and maintenance of cell lines and stem cell technology. A lab fee is required.

BIOL 405 BIOCHEMICAL ENGINEERING (4)

Three hours lecture and three hours lab per week

Prerequisite: CHEM 318

Emphasizes quantitative engineering aspects of biology including the microbial synthesis of commercial products, environmental biotechnology, and the manufacture of biopharmaceuticals through recombinant microorganisms, transgenic animals, and plants. Consideration will be given to protein isolation and purification, microbial kinetics and energetics, enzyme kinetics, and operation of bioreactors. A lab fee is required.

BIOL 406 EVOLUTIONARY BIOGEOGRAPHY (3)

Three hours lecture per week

Prerequisite: BIOL 303

Examines the spatial and temporal distribution of plant and animal groups with emphasis on historical, environmental and biological processes governing current patterns of species and habitat geography. Integrates theory and analytical tools from geology, paleontology, ecology, evolution and genetics to study the effects of global change on biodiversity.

BIOL 407 BEHAVIORAL ECOLOGY (3)

Three hours lecture per week

Prerequisite: BIOL 200

Examination of the evolutionary and ecological basis for animal behavior. Topics include: cooperative and competitive interactions, mating systems, reproductive behavior and eusociality .

BIOL 408 NANOBIOTECHNOLOGY (3)

Three hours lecture per week

Prerequisite: BIOL 400

This course presents the basis of foundation for understanding how macromolecules combine to form the structural and functional units of the intact cell.

BIOL 416 RADIOBIOLOGY AND RADIONUCLIDES (3)

Three hours lecture per week

Prerequisite: BIOL 300 and PHYS 201

Topics include: nature and effects of ionizing radiation on biomolecular structures and living cells; applied radiobiology and radionuclides; genetic effects of ionizing radiation and methods of protection and dosimetry.

Same as PHYS 416

BIOL 420 CELLULAR AND MOLECULAR IMMUNOLOGY (4)

Three hours lecture and three hours laboratory per week

Prerequisite: BIOL 300 with a grade of C or better and CHEM 122

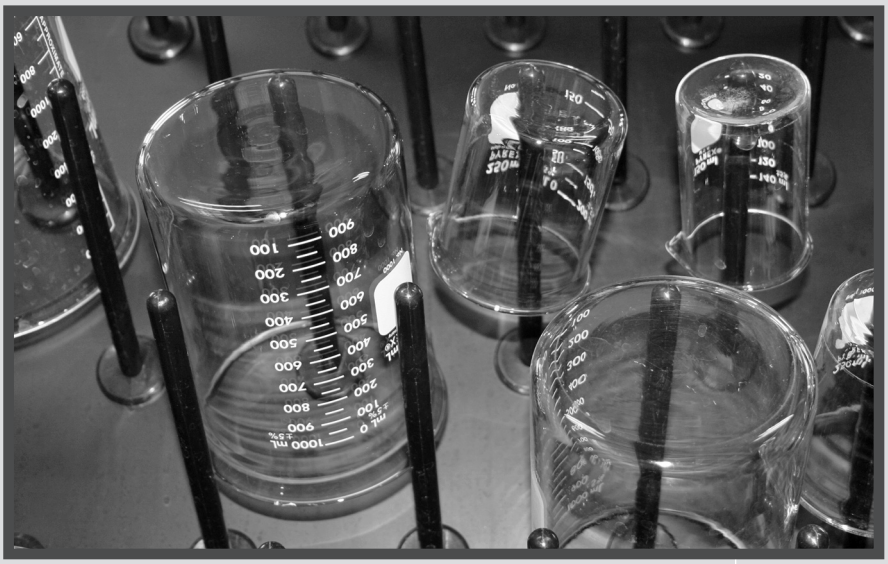
Study of cellular and molecular aspects of the immune system and its responses against infectious agents and/or environmental insults. Included are development of the organs and cells of the immune system, genetics of the molecules of the immune system and their functions and interactions during an immune response, immunological disorders such as immunodeficiencies, autoimmune diseases, transplantation, and contemporary immunological techniques used in clinical diagnosis and other modern research and development applications. A lab fee is required.

BIOL 421 VIROLOGY (3)

Three hours lecture per week

Prerequisite: BIOL 301 with a grade of C or better and CHEM 122

Study of aspects of molecular structure, genetics, and replication of viruses and other sub-viral agents such as prions and viroids, virus-host interactions, pathogenesis of viral infections, diagnostic virology, and antiviral vaccines and drugs; emphasis on human pathogens.



BIOL 422 MOLECULAR PLANT PHYSIOLOGY (4)

Three hours lecture and three hours laboratory per week

Prerequisite: BIOL 300 with a grade of C or better

Study of principles and methods of plant physiology at the molecular level combined with modern plant technology. Topics include plant tissue and cell culture, genetic engineering and transformation, plant defense, genomics and applications of DNA technology. A lab fee is required.

BIOL 423 CELLULAR AND MOLECULAR NEUROBIOLOGY (3)

Three hours lecture per week

Prerequisite: BIOL 300 with a grade of C or better and CHEM 122

Study of the nervous system at cellular and molecular levels including cellular structure of neurons and their function and interactions, neurotransmitters and their function and regulation, chemical agents and their effects on neuronal cells and normal responses by the cells and the molecules of the nervous system and their responses under adverse conditions.

BIOL 424 HUMAN PHYSIOLOGY (3)

Three hours lecture per week

Prerequisite: BIOL 300 with a grade of C better and CHEM 122

Study of human physiology at both the cellular and organ system levels including neurophysiology, muscle physiology, cardiovascular physiology, respiration, kidney function, hormone function and reproduction.

BIOL 425 HUMAN GENETICS (3)

Three hours lecture per week

Prerequisite: BIOL 300 and BIOL 302 with grades of C or better and CHEM 122

Basic principles of human inheritance, including the transmission of genetic traits, chromosomal abnormalities and their effects, gene structure and function, pedigree analysis, gene mapping, cytogenetics, mutations and mutagenic agents, cancer genetics, molecular analysis of inherited diseases and genetically controlled phenomena in humans.

BIOL 426 HEMATOLOGY (4)

Three hours lecture

Three hours laboratory

Prerequisite: BIOL 300

Study of human blood, including histological, physiological, biochemical and clinical examination of blood. Topics include blood cell differentiation, development, iron metabolism, pathology, clinical diagnostic technology. Psychological and societal impact of human blood diseases and their impact on world civilizations and economy will be also studied. A lab fee is required.

BIOL 427 DEVELOPMENTAL BIOLOGY (4)

Three hours lecture and three hours laboratory per week

Prerequisite: BIOL 300 with a grade of C or better and CHEM 122

This course will use descriptive, experimental and comparative approaches in the study of animal development. Developmental stages including gametogenesis, fertilization, cleavage, gastrulation and organogenesis will be discussed in a variety of animal phyla. The molecular and cellular mechanisms underlying morphogenesis and the evolutionary conservation of developmental mechanisms in various animal phyla will be examined. A lab fee is required.

BIOL 428 BIOLOGY OF CANCER (3)

Three hours lecture per week

Prerequisite: BIOL 300 with a grade of C or better and CHEM 122

Principles of oncology are examined. Included are mechanisms of oncogenesis at cellular and molecular levels, characteristics of cancer, advantages and disadvantages of various therapies of cancer treatment.

BIOL 431 BIOINFORMATICS (4)

Four hours lecture in the lab per week

Prerequisite: BIOL 302 with a grade of C or better

Navigation and manipulation of biological databases. Topics include: multiple sequence alignment, phylogeny estimation. gene expression profiling, protein structure prediction, and functional genomics. A lab fee is required.

GenEd: B2, B4, Interdisciplinary

BIOL 432 PRINCIPLES OF EPIDEMIOLOGY AND ENVIRONMENTAL HEALTH (3)

Three hours lecture per week

Prerequisite: BIOL 201 with a grade of C or better and CHEM 122. For Nursing majors and Pre-Nursing students, CHEM 110 and BIOL 217 may substitute for CHEM 122 and BIOL 201.

Distribution and dynamics of human health problems and principles and procedures used to determine circumstances under which disease occurs or health prevails and to aid in managing and planning health and environmental systems. The broadened scope of epidemiology is examined through case studies and community and environmental health approach.

GenEd: B2, D, Interdisciplinary

BIOL 433 ECOLOGY AND THE ENVIRONMENT (4)

Three hours lecture and three hours laboratory per week

Prerequisite: BIOL 200

Ecological characteristics of natural ecosystems and basic effects of human society upon those systems. Plant and animal distribution patterns in relation to past and present physical and biotic factors. Issues of resource management, population, food production, global environmental problems will also be emphasized to explore future directions. Field trips to local ecosystems will be taken. A lab fee is required.

GenEd: B2, Interdisciplinary

BIOL 434 INTRODUCTION TO BIOMEDICAL IMAGING (4)

Three hours lecture and two hours lab activity per week

Prerequisite: BIOL 210 or PHYS 200

The course will present an overview of biomedical images and imaging systems. The fundamental concepts used in several imaging modalities (such as projection radiography, mammography, DEXA, computed tomography, ultrasonography and magnetic resonance imaging) will be examined: the emphasis will be on an intuitive and descriptive presentation of the main components of these systems. Image formation and reconstruction will be addressed. The resulting clinical images will be correlated with the underlying structure and function of the organs, and the diagnostic utility and limitations of the images will be considered.

Same as PHYS 434, HLTH 434

GenEd: B1, E, Interdisciplinary

BIOL 450 ICHTHYOLOGY: THE BIOLOGY OF FISHES (4)

Three hours lecture and three hours laboratory per week

Prerequisite: BIOL 200

This course will survey the diversity of living and fossil fishes. Fishes are the largest and most diverse group of vertebrate animals. Aspects of the ecology, physiology and evolutionary history of these animals will be examined. Extensive human interactions with fishes and particularly conservation issues will be highlighted. Emphasis will be placed on the identification and biology of California coastal and inland species. Field trips will be required. A lab fee is required.

BIOL 451 ORNITHOLOGY (4)

Three hours lecture and three hours lab per week

Prerequisite: BIOL 200, BIOL 201

Introduces the evolution, diversification, anatomy, physiology, classification, ecology, behavior, conservation and special adaptations of birds in the world. It requires study and identification in the field and laboratory. A lab fee is required.

BIOL 464 MEDICAL INSTRUMENTATION (4)

Three hours lecture and two hours lab activity per week

Prerequisite: PHYS/BIOL/HLTH 434

The detection, acquisition, processing and display of diagnostic clinical images. The course will concentrate on the fundamentals of the design of the instruments and the use of appropriate reconstruction algorithms in (computed) radiography, (digital) fluoroscopy, computed tomography, ultrasound, magnetic resonance imaging and radionuclide imaging. Activities will include image reconstruction examples, investigation of recent innovations, and two trips to local radiology departments. A lab fee is required.

Same as PHYS 464

BIOL 490 SPECIAL TOPICS (1-3)

Three hours seminar per week

Prerequisite: Consent of Instructor

In-depth analysis of current topics in biology. Topics vary each semester. Repeatable by topic.

BIOL 491 SPECIAL LABORATORY TOPICS (1-3)

Variable hours per week

Prerequisite: BIOL 300 with a grade of C or better and CHEM 122

Laboratory study of a selected topic, the title of which is to be specified in advance. Repeatable by topic. A lab fee is required.

BIOL 492 INTERNSHIP (2-3)

Variable hours per week

Prerequisite: Consent of Instructor and program approval

Supervised work and study in work situations involving biological research and technical skills. May involve service learning. All students are required to attend the Biology Program Senior Capstone Colloquium to present their projects.

Graded Credit/No Credit

BIOL 493 SERVICE LEARNING AT THE ZOO (1-3)

One to three hours activity per week

Prerequisite: BIOL/BUS/ECON/EDUC 342 and Consent of Instructor

Working with a local zoo, individuals or teams of students will engage in service learning projects. Students will apply skills and competencies acquired in their academic programs to issues and challenges facing modern zoos.

Student Option: Graded or CR/NC

Same as UNIV 493 ,BUS 493, ECON 493, EDUC 493

BIOL 494 INDEPENDENT RESEARCH (1-3)

Variable hours per week

Prerequisite: Consent of Instructor and program approval

Laboratory and/or library research that may involve service learning in selected areas of biology conducted under the direction of a faculty member. All students are required to attend the Biology Program Senior Capstone Colloquium to present their projects.

Graded Credit/No Credit

BIOL 497 DIRECTED STUDY (1-3)

Variable hours per week

Prerequisite: Consent of Instructor and program approval

Reading and library research that may involve service learning in selected areas of biology conducted under the direction of a faculty member. All students are required to attend the Biology Program Senior Capstone Colloquium to present their projects.

Graded Credit/No Credit

BIOL 499 SENIOR CAPSTONE IN BIOLOGY (3)

Three hours lecture per week

Prerequisite: Consent of Instructor

Integration of previous coursework, knowledge and skills as they apply to specific topics in Biology and the impact of biological science on society. Emphasis will be placed on analysis of scientific literature, problem solving and oral and written communication skills.

BIOL 502 TECHNIQUES IN GENOMICS/ PROTEOMICS (2)

Six hours laboratory per week
Prerequisite: BIOL 401 or Consent of Instructor
This laboratory course introduces students to the current techniques and methodologies in the fields of comparative and functional genomics and proteomics. Topics and techniques covered include genome sequencing, micorarrays, mutagenesis, transgenic plants and animals, single nucleotide polymorphism (SNP) discovery and analysis. Students will gain hands-on lab bench experience and will make on-site visits to high volume regional biotechnology facilities.

BIOL 503 BIOTECHNOLOGY LAW AND REGULATION (3)

Three hours lecture per week
Individual and organizational responsibility in R&D and commercial aspects of biotechnology. Topics include: intellectual property, privacy, government and industrial regulation, liability, ethics, and policy responses to societal concerns in the U.S. and abroad. Case studies involving gene therapy, cloning, and biomaterials in the medical and health sector, and farming and crop modification in the agricultural sector will be explored in detail.

BIOL 504 MOLECULAR CELL BIOLOGY (3)

Three hours lecture per week
Prerequisite: BIOL 300 or Consent of Instructor
This course will examine molecular and mechanistic aspects of cell biology. Topics include: cell biochemistry and biosynthesis, cell signaling, regulation of the cell cycle and membrane trafficking.

BIOL 505 MOLECULAR STRUCTURE (4)

Three hours lecture and three hours laboratory per week
Prerequisite: BIOL 400 or Consent of Instructor
This course will examine the structural biology of proteins. Topics include general principles of protein structure, the biochemical function of proteins, the relationship of protein structure to its function and experimental approaches to determining and predicting protein structure and function.

BIOL 506 MOLECULAR EVOLUTION (4)

Three hours lecture and three hours laboratory per week
Prerequisite: BIOL 400 or BIOL 401 or Consent of Instructor
This course will examine evolutionary change at the molecular level. Topics include: The driving forces behind the evolutionary process, the effects of the various molecular mechanisms on the structure of genes, proteins, and genomes, the methodology for dealing with molecular data from an evolutionary perspective and the logic of molecular hypothesis testing.

BIOL 507 PHARMACOGENOMICS AND PHARMACOPROTEOMICS (3)

Three hours lecture per week
Prerequisite: BINF 500, BIOL 504 or Consent of Instructor
Structural and functional genomics with an emphasis on how these fields operate in drug discovery and optimization. Topics include: genetics of the human response to prophylactic and therapeutic agent, impact of genetic variation on therapeutic efficacy, disease mechanisms, proteomics of genetic and communicable disease, drug action and toxicity, structure encoding, lead discovery and optimization, parallel synthesis, screening virtual libraries.

BIOL 508 ADVANCED IMMUNOLOGY (4)

Three hours lecture and three hours laboratory per week
Prerequisite: BIOL 300 or Consent of Instructor
This course will examine cellular and molecular aspects of the immune system. Topics include: molecular genetics and molecular structure of immunoglobulin, T cell receptor, and the MHC antigens; the functions and dysfunctions of the components of the immune system; applications of immunological technologies in modern scientific research and development.

BIOL 509 PLANT BIOTECHNOLOGY (4)

Three hours lecture and three hours laboratory per week
Prerequisite: BIOL 400 and BIOL 422 or Consent of Instructor
This course will examine the scientific and technical advances which underlie the production of genetically modified crops. Topics include: plant genome organization and gene expression, plant tissue culture and genetic transformation, genetic manipulation to confer resistance to herbicides, pests and disease and strategies for engineering stress tolerance and the improvement of crop yield and quality.

BIOL 510 TISSUE CULTURE TECHNIQUES AND STEM CELL TECHNOLOGY (3)

One hour lecture per week
Six hours laboratory per week
Prerequisite: BIOL 300
Examines theory and concepts of animal and plant cell and tissue culturing. Focuses on stem cell technology including types of stem cells, ethics of stem cells, pluripotency, culture methods, characterization, monitoring tools such as imaging and differentiation strategies.

BIOL 600 TEAM PROJECT (4)

Four hours activity per week
Prerequisite: Program approval
In this course, students will work individually and in teams to analyze, research, discuss and report on subjects relevant to the biotechnology industry.

BIOL 601 SEMINAR IN BIOTECHNOLOGY AND BIOINFORMATICS (1)

One hour seminar per week
Discussion of up-to-date research and development findings with guest speakers, visiting scientists and industry professionals.

BIOL 610 CAPSTONE PROJECT FOR MS/ MBA DUAL DEGREE (6)

Six hours seminar per week
Prerequisite: Biology or Business and Economics Program Approval
Culmintating experience in the MS/ MBA dual degree program. Students participate in lectures, discussions, case analysis and independent research. Includes a major project involving research, analysis, sysnthesis and presentation of a topic related to the global biotechnology industry.
Same as BUS 610

BUSINESS

BUS 110 BUSINESS LAW (3)
Three hours lecture per week
Introduction to the legal and regulatory environment of business, emphasizing the USA legal system. Topics include contracts, personal property, litigation, antitrust, labor agreements, discrimination, environmental protection and international trade and law.

BUS 320 BUSINESS OPERATIONS (3)
Three hours lecture per week
Prerequisite: MATH 140 or MATH 150
Exploration and application of quantitative techniques, systems analysis and operations analysis of business functions, with an emphasis on the optimization of process and operational efficiencies. A variety of management science methodologies will be applied to theoretical and real-world situations.

BUS 331 BIOTECHNOLOGY IN THE TWENTY-FIRST CENTURY (3)
Three hours lecture per week
Presentation of recent advances in biotechnology and discussion of societal implications. Topics include the processes and methods used to manipulate living organisms, or the substances and products from them, for use in medicine, agriculture, food production, gene therapy, forensics and warfare. The social, ethical and political issues raised by modern biotechnology will be discussed. No credit given toward the biology major.
Same as BIOL 331
GenEd: B2, D, Interdisciplinary

BUS 333 NONPROFIT ORGANIZATIONS (3)
Three hours lecture per week
Issues unique to nonprofit organizations including financial, legal, and political.
Same as POLS 333, COMM 333, ECON 333
GenEd: D, Interdisciplinary

BUS 334 THE BUSINESS OF ART (3)
Three hours lecture per week
Exploration into aspects of the art world business including the financial activities of art consultants, private dealers, commercial galleries, corporate art collections, public museums and international auction houses. Case studies in art marketing, gallery and museum management, contracts and commissions, as well as public image and career development will be investigated.
Same as ART 334
GenEd: C1, D, Interdisciplinary

BUS 335 BUSINESS AND THE PERFORMING ARTS (3)
Three hours lecture per week
Exploration of the business elements in the performing arts, including planning, management and financial activities. Uses an interdisciplinary approach to focus on performing arts as a creative activity and as a business activity. Uses case studies to analyze a comprehensive view of performing arts organizations.
Same as PA 335
GenEd: Interdisciplinary

BUS 336 SOCIAL ENTREPRENEURSHIP (3)
Three hours lecture per week
Social entrepreneurship is about creating and leading organizations that strive to advance social change. Draws from both theory and practice to explore important trends in the private and social sectors, which are creating space for innovation and opportunities for individuals with business skills to drive positive change. Incorporates case studies, exercises, field trips, group presentations, and, a semester-long service project.
Same as SOC 336
GenEd: D, Interdisciplinary

BUS 340 BUSINESS AND ECONOMICS IN AMERICAN LITERATURE (3)
Three hours lecture/discussion per week
Explores the ways in which business and economics have been represented in American literature. Employs critical methodologies from the fields of Business, Economics, and Literary studies.
Same as ECON 340, ENGL 340
GenEd: C2, D, Interdisciplinary

BUS 341 DRUG DISCOVERY AND DEVELOPMENT (3)
Three hours lecture per week
How are drugs discovered? What determines the price for a drug? What is the difference between a generic and non-generic drug? These questions will be examined with an interdisciplinary approach. Topics include the isolation of compounds from natural sources, the screening of compounds for biological activity, structure-activity relationships of drugs, computer-assisted drug design, combinatorial chemistry, bioinformatics, the FDA approval process for new drugs, and the economic and business aspects of pharmaceutical investment and development.
Same as ECON 341, CHEM 341
GenEd: B1, D, Interdisciplinary



BUS 342 THE ZOO: CONSERVATION, EDUCATION AND RECREATION (3)

Three hours lecture per week
An interdisciplinary study of zoos and zoological gardens from scientific, managerial, business, recreational and educational perspectives. Analyzes how these perspectives are linked within zoo practices. The course will include an in-depth case study of a local zoo. Field trips to local zoos will be required.
Same as BIOL 342, ECON 342, EDUC 342
GenEd: D, Interdisciplinary

BUS 344 THE LIBRARY: COLLECTIONS, SERVICES & INSTRUCTION (3)

Three hours lecture per week
A study of university, school (K-12), public, and special libraries from business, economic, library science, and educational perspectives. Analyzes how these perspectives are linked within library practices. The course will include study of local libraries. The course will include field trips to local libraries.
Same as ECON 344, EDUC 344, LIB 344
GenEd: D, Interdisciplinary

BUS 347 THE UNIVERSITY (3)

Three hours lecture per week
A study of institutions of higher education from multiple perspectives including, but not limited to education, teaching and learning, scholarly and creative activities, community service, management, and public policy. The course will include case studies of colleges and universities in the region and may include field trips to these institutions
Same as ECON 347, EDUC 347
GenEd: D, Interdisciplinary

BUS 349 HISTORY OF BUSINESS AND ECONOMICS IN NORTH AMERICA (3)

Three hours of lecture per week
Examines the growth and development of the economies of North America since colonial times. Addresses social, ethical, economic and management issues during the development of Canada, the United States, and Mexico. Analyzes the business principles underlying the growth and development of the economies.
Same as ECON 349, HIST 349
GenEd: D, Interdisciplinary

BUS 420 CASES IN STRATEGY (3)

Three hours seminar/discussion per week
Prerequisite: Senior standing or Consent of Instructor
A case study seminar that integrates functional areas of business into the development and analysis of strategy and strategic planning. Emphasizes practical strategic solutions that could reasonably lead to success in the marketplace. Topics include: Competitive Analysis, Value Chain Analysis, Globalization Strategies and Strategies for Chaotic Environments. Topics include: Competitive Analysis, Value Chain Analysis, Globalization Strategies and Strategies for Chaotic Environments.

BUS 424 BUSINESS, GOVERNMENT, AND SOCIETY (3)

Three hours lecture per week
Prerequisite: MGT 307
Discussions of the history and interactions of American business, government, and society. Topics include the history of business power, social responsibility and ethical theories, governmental regulation, managing environmental quality, and consumerism.
GenEd: D

BUS 434 THE MUSEUM: CULTURE, BUSINESS AND EDUCATION (3)

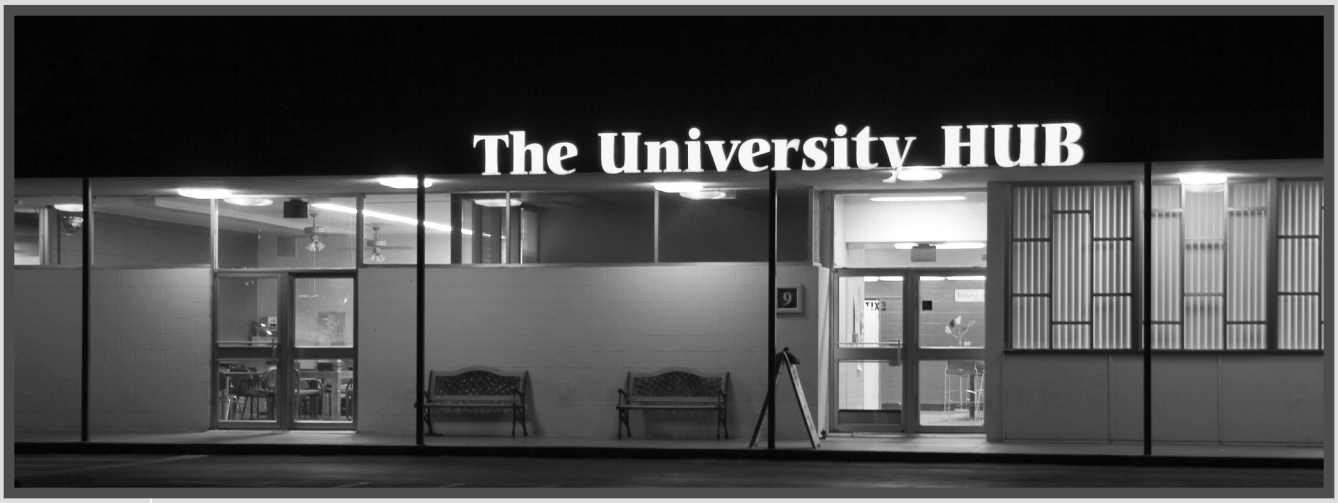
Three hours lecture per week
This course is an interdisciplinary, in-depth study of a museum from the perspective of art, business, and education. Analyzes how artistic values, business and management issues and educational projects are linked within museum practices. Each term this course is offered it will focus on a specific museum in the area.
Same as ART 434, EDUC 434
GenEd: C1, D, Interdisciplinary

BUS 448 GLOBALIZATION AND DEVELOPMENT (3)

Three hours lecture per week
Prerequisite: SOC 100
Examines empirical and theoretical issues of globalization from a sociological perspective, to understanding how the forces of globalization affect economic, political and cultural systems of both developed and developing nations.
Same as SOC 448, ECON 448
GenEd: D, Interdisciplinary

BUS 493 SERVICE LEARNING AT THE ZOO (1-3)

One to three hours activity per week
Prerequisite: BIOL/BUS/ECON/EDUC 342 and Consent of Instructor
Working with a local zoo, individuals or teams of students will engage in service learning projects. Students will apply skills and competencies acquired in their academic programs to issues and challenges facing modern zoos.
Student Option: Graded or CR/NC
Same as UNIV 493, BIOL 493, ECON 493, EDUC 493



BUS 499 CAPSTONE (3)

Three hours lecture per week
Prerequisite: All Lower Division (24 units) and other Upper Division (33 units) required courses in the Business Major or consent of instructor
An integration of all prior business core subject matter via two major components: 1) Teams of students participate in a PC-based simulation of an ongoing (fictitious) international business. Requires decision-making under uncertainty but within strict deadlines, competitor analysis, and formal oral/written reporting of results. 2) Individually and in teams, students analyze, research, discuss and report on complex written business cases - which provides interdisciplinary exposure.

BUS 500 ECONOMICS FOR MANAGERS (3)

Three hours lecture per week
A course in economics for MBA students covering material from both microeconomics and macroeconomics. Topics include market structure, demand analysis, consumer behavior, nature of the firm, measuring economic activity, inflation, unemployment, money and banking, and the role of the government. May be offered with an extensive online component.

BUS 502 QUANTITATIVE METHODS FOR DECISION-MAKING (3)

Three hours lecture per week
Overview of core quantitative skills for effective managerial decision-making. Topics include statistical principles, regression analysis, forecasting, multi-attribute decision-making, benefit-cost analysis, and spreadsheet modeling of businesses cases. May be offered with an extensive online component.

BUS 504 INTRODUCTION TO ACCOUNTING AND FINANCE (4)

Four hours lecture per week
Presents an overview of the role of accounting and finance in business. The first part of the course focuses on accounting as the language of business. Topics include basic assumptions and principles of accounting, the content and purpose of financial statements, and uses and limitations of the financial statements. The second part of the course focuses on the role of finance in supporting the functional areas of a business. Topics include time value of money, risk, and capital structure. May be offered with an extensive online component.



BUS 506 PRINCIPLES OF MANAGEMENT AND MARKETING (3)

Three hours lecture per week
Presents an overview of the disciplines of management and marketing. Explains the basic elements of good management practices. Describes the key aspects of effective marketing. Combines management and marketing disciplines through cases, role-play simulations, and computer based simulations that are used to model managers' planning and decision-making processes. May be offered with an extensive online component.

BUS 508 BUSINESS ETHICS AND LAW (3)

Three hour seminar per week
An overview of the ethical environment for business operations, with a special emphasis on the legal environment. Explores decision-making frameworks for managers in addressing ethical and legal issues that confront modern business organizations. May be offered with an extensive online component.

BUS 510 HIGH PERFORMANCE MANAGEMENT (3)

Three hours seminar per week
Corequisite: BUS 520
Develops the managerial skills that affect individual and group performance in organizations. Topics include managerial communication, team-building, negotiation, conflict resolution, and intercultural management.

BUS 520 STRATEGY AND LEADERSHIP (3)

Three hours seminar per week
Corequisite: BUS 510
An integrated overview of strategy, strategic planning and strategic management for business leaders. Through the use of complex business cases, the course analyzes the major elements of strategic management and the interactions among major participants. Special emphasis is given to the role of leadership in the strategic management process.

BUS 521 SPECIAL TOPICS IN MANAGEMENT (3)

Three hours seminar per week
Prerequisite: Consent of Instructor
In-depth analysis of current topics in management. Topics vary each semester. Repeatable by topic.

BUS 530 MANAGING BUSINESS OPERATIONS (3)

Three hours seminar per week
Prerequisite: BUS 520
Corequisite: BUS 540
Building on previous business courses this courses develop skills required for managers to operate a business organization. Topics include change management, product design, process selection, quality management, supply chain design, strategy and control. Managing a firm's business operations involves the design, operation and improvement of systems that create and deliver an organization's product and services to customers.

BUS 540 FINANCIAL REPORTING AND ANALYSIS (3)

Three hours seminar per week
Prerequisite: BUS 520
Corequisite: BUS 530
Provides an understanding of the use of financial information in managing an organization. The course focuses on analyzing and interpreting financial statements, applying analytical tools and techniques to financial statements in order to make sound investment and operating decisions, and applying standard corporate funding models in corporate financial management.

BUS 541 SPECIAL TOPICS IN FINANCE (3)

Three hours lecture per week
Prerequisite: Consent of Instructor
In-depth analysis of current topics in finance. Topics vary each semester. Repeatable by topic.

BUS 550 THE CONTEMPORARY FIRM (3)

Three hours seminar per week
Prerequisite: BUS 540
This course emphasizes the strategic and management issues associated with the effective use of information technology. Topics include information systems & control, databases and data mining, systems development, IT infrastructure and strategy.

BUS 560 THE ENTREPRENEURIAL MANAGER (3)

Three hours seminar per week
Prerequisite: BUS 540
A course that focuses on aspects of starting a new business, with an emphasis on recognizing and creating opportunities. Also develops the managerial skills and perspectives that contribute to innovative and entrepreneurial management in growing and established organizations. Topics include attributes of entrepreneurs and entrepreneurial careers, evaluating opportunities, writing business plans, consumer and market analysis, new product design and development, creativity, innovation, forecasting, resource requirements, financing, and managing new ventures.

BUS 570 COMPETING IN A GLOBAL ENVIRONMENT (6)

Three hours seminar and six hours activity per week
Prerequisite: Completion of all other MBA Core courses
Acknowledging the global environment in which business operates, this course addresses management concerns for maximum organizational effectiveness in international business. Topics include international market identification, trade practices and policy, legal issues in business, international currency markets, joint ventures, international business strategy, and global management. Intercultural management issues, negotiation, and cross-cultural differences will also be addressed.

BUS 572 GRADUATE INTERNATIONAL EXPERIENCE IN BUSINESS (3)

Three hours lecture per week
Analysis of international business environments, including site visits to appropriate locations.

BUS 610 CAPSTONE PROJECT FOR MS/MBA DUAL DEGREE (6)

Six hours seminar per week
Prerequisite: Biology or Business and Economics Program Approval
Culmintating experience in the MS/MBA dual degree program. Students participate in lectures, discussions, case analysis and independent research. Includes a major project involving research, analysis, sysnthesis and presentation of a topic related to the global biotechnology industry.
Same as BIOL 610

CHEMISTRY

CHEM 105 INTRODUCTION TO CHEMISTRY (3)

Three hours lecture per week
Prerequisite: A passing score on the Entry Level Mathematics (ELM) Examination
Introduces the basic principles and concepts in Chemistry. Topics covered include: measurements, units and unit conversion, scientific notation, stoichiometry, atomic structure, the concept of the mole, types of compounds, and problem solving.
GenEd: B1

CHEM 110 CHEMISTRY OF LIFE (4)

Three hours lecture per week
Three hours laboratory per week
Prerequisite: Satisfy the Entry Level Mathematics (ELM) requirement
Fundamentals of chemistry including the composition of atoms and molecules, mass balance, energy, properties of gases and solutions, solubility, diffusion, ionic strength, acid-base chemistry, and basic nuclear chemistry. Structure and reactivity of inorganic, organic, and biological molecules. Enzyme catalysis, including the metabolism of sugars, lipids, and proteins. Hazards of chemicals and their interactions with the human body. Integrated lecture and laboratory. No credit given towards the Chemistry major. Lab fee required.
GenEd: B1

CHEM 121 GENERAL CHEMISTRY I (4)

Three hours lecture and three hours laboratory per week
Prerequisite: CHEM 105 or 1 year high school chemistry
An introductory chemistry course which provides an overview of the chemical and physical behavior of matter with a focus on qualitative and quantitative general inorganic, physical, and analytical chemistry. A lab fee is required.
GenEd: B1

CHEM 122 GENERAL CHEMISTRY II (4)

Three hours lecture and three hours laboratory per week
Prerequisite: CHEM 121 with a grade of C or better
An introductory chemistry course which provides an overview of the chemical and physical behavior of matter with a focus on quantitative general inorganic,

physical, and analytical chemistry including kinetics and thermodynamics of reactions, gas phase and solution equilibria, and qualitative aspects of radiochemistry, organic chemistry, and polymer chemistry. A lab fee is required. *GenEd: B1*

CHEM 123 GENERAL CHEMISTRY I PROBLEM-SOLVING (1)

One hour activity per week
Corequisite: Must be taken concurrently with CHEM 121
An instructor/peer-supervised interactive problem-solving session for students in CHEM 121 where students work in small groups on problems related to the content in CHEM 121.

CHEM 124 GENERAL CHEMISTRY II PROBLEM-SOLVING (1)

One hour activity per week.
Corequisite: CHEM 122
An instructor/peer-supervised interactive problem-solving session for students in CHEM 122 where students work in small groups on problems related to the content in CHEM 122.

CHEM 250 QUANTITATIVE ANALYSIS (2)

Two hours lecture per week
Prerequisite: CHEM 122 with a grade of C or better
Corequisite: CHEM 251
An examination of the theory and techniques involved in the quantification of inorganic, organic, and biological species from samples with an emphasis on the environmental, biological, and medical applications of the analysis techniques.

CHEM 251 QUANTITATIVE ANALYSIS LABORATORY (2)

Six hours of laboratory per week
Prerequisite: CHEM 122 with a grade of C or better
Corequisite: CHEM 250
A laboratory course designed to provide students with an exposure to the techniques used in the quantification of inorganic, organic, and biological species from samples using gravimetric and volumetric analyses, potentiometric titrations, atomic absorption spectrometry, UV-visible spectroscopy, GC, and GC/MS. A lab fee is required.

CHEM 301 ENVIRONMENTAL CHEMISTRY (3)

Three hours lecture per week
Prerequisite: CHEM 122 with a grade of C or better
An introductory course to the chemistry of the environment. The goal of this course is to teach the fundamental natural chemical processes of the atmosphere, oceans and soil of the Earth, as well as the anthropogenic effects on this system. Current topics of environmental interest will be discussed. The sciences behind these processes will be the focus of this course.

CHEM 305 COMPUTER APPLICATIONS IN CHEMISTRY (1)

Three hours of laboratory per week.
Prerequisite: CHEM 122 with a grade of C or better
This course will introduce the use of computer applications to solve chemical problems and present scientific information. Topics include: on-line journals and literature searches, reading and understanding the scientific literature, computer modeling of molecules, and website development. Lab fee required. *GenEd: B4*

CHEM 311 ORGANIC CHEMISTRY I (3)

Three hours lecture per week
Prerequisite: CHEM 122 with a grade of C or better
The structure and reactions of simple organic molecules and spectroscopic techniques (NMR, GC-MS, IR, and UV-visible) used to characterize molecules.

CHEM 312 ORGANIC CHEMISTRY I LABORATORY (1)

Three hours laboratory per week
Prerequisite: CHEM 311 (or taken concurrently) with a grade of C or better
A laboratory course designed to provide students with an exposure to the techniques and instrumentation (NMR, GC, GC-MS, LC, IR, and UV-visible) used to purify and characterize organic molecules resulting from organic reactions. A lab fee is required.

CHEM 313 ORGANIC CHEMISTRY I LEARNING COMMUNITY (1)

One hour recitation per week
Corequisite: CHEM 311
Interactive problem-solving session for students in CHEM 311 where students work in small groups on problems related to the content in CHEM 311.



CHEM 314 ORGANIC CHEMISTRY II (3)
Three hours lecture per week
Prerequisite: CHEM 311 with a grade of C or better
An examination of the structure, reactions, and spectroscopy of organic compounds containing one or more functional groups, and the structures and reactions of biologically relevant molecules.

CHEM 315 ORGANIC CHEMISTRY II LABORATORY (1)
Three hours laboratory per week
Prerequisite: CHEM 311, CHEM 312, and CHEM 314 (or taken concurrently) with grades of C or better
A laboratory course designed to provide students with experience in single-step and multi-step syntheses and characterization of organic molecules with hands-on access to instrumentation (NMR, GC, GC-MS, LC, IR, and UV-visible). A lab fee is required.

CHEM 316 ORGANIC CHEMISTRY II LEARNING COMMUNITY (1)
One hour recitation per week
Corequisite: CHEM 314
Interactive problem-solving session for students enrolled in CHEM 314 where students work in small groups on problems related to the content in CHEM 314.

CHEM 318 BIOLOGICAL CHEMISTRY (3)
Three hours lecture per week
Prerequisite: CHEM 311 with a grade of C or better
An integrated Organic Chemistry II and Biochemistry course for non-chemists. The topics covered in this course include: the structure and synthesis of sugars, amino acids, DNA, RNA, proteins; enzyme catalysis and inhibition; and the reactions involved in biosynthetic and metabolic pathways. Chem 318 will not count for credit in the Chemistry major or minor.

CHEM 330 THE HISTORY OF SCIENCE: NONWESTERN ORIGINS AND THE WESTERN REVOLUTION (3)
Three hours lecture per week
A survey of scientific history from 2000 BCE to the present that considers science as a set of made, lost and found ideas and technologies. Fields of inquiry are examined by tracing their historical and cultural trajectories through the African, Arab, Babylonian, Chinese, Egyptian, Greek, Indian, Incan, Japanese, Mayan and Sumerian worlds.
Same as HIST 330
GenEd: B1, Interdisciplinary

CHEM 335 THE CHEMISTRY OF THE KITCHEN (3)
Two hours lecture per week
Two hours activity per week
An overview of the molecules in foods and the chemical reactions that occur during the preparation of foods. Ingredients and methods from a diverse set of cultural traditions will be considered.
GenEd: B1, Interdisciplinary

CHEM 341 DRUG DISCOVERY AND DEVELOPMENT (3)
Three hours lecture per week
How are drugs discovered? What determines the price for a drug? What is the difference between a generic and non-generic drug? These questions will be examined with an interdisciplinary approach. Topics include the isolation of compounds from natural sources, the screening of compounds for biological activity, structure-activity relationships of drugs, computer-assisted drug design, combinatorial chemistry, bioinformatics, the FDA approval process for new drugs, and the economic and business aspects of pharmaceutical investment and development.
Same as ECON 341, BUS 341
GenEd: B1, D, Interdisciplinary

CHEM 343 FORENSIC SCIENCE (3)
Two hours lecture and three hours laboratory per week
A survey of the various chemical and biological techniques used in obtaining and evaluating criminal evidence. Topics include: chromatography; mass spectrometry (LC-MS, GC-MS); atomic absorption spectrometry; IR, UV, fluorescence, and X-ray spectroscopies; fiber comparisons; drug analysis; arson/explosive residue analysis; toxicological studies; blood typing; DNA analysis; population genetics; firearm identification; and fingerprint analysis.
GenEd: B1, Interdisciplinary

CHEM 344 ENERGY AND SOCIETY (3)
Three hours lecture per week
Survey of the physical, chemical, and engineering principles involved in the production of energy from current and potential sources and the economical, environmental, and political issues surrounding energy production. The course will also examine factors that influence worldwide energy policy. Examples of topics included: energy conservation, efficient usage and transportation of energy, energy resources, fossil fuels, active and passive solar energy, biomass, fuel cells, nuclear (fission and fusion) processes, and hydroelectric, tidal, geothermal, and wind power.
Same as PHYS 344
GenEd: B1, Interdisciplinary

CHEM 371 PHYSICAL CHEMISTRY I (3)
Three hours lecture per week
Prerequisite: CHEM 122 with a grade of C or better, PHYS 101 or PHYS 201, and MATH 150
This course is designed to introduce thermodynamics and kinetics. Areas covered will include the laws of thermodynamics, changes in state, chemical equilibrium, gas kinetic theory, rates of reactions, and experimental methods used to determine chemical reaction rates.

CHEM 372 PHYSICAL CHEMISTRY LABORATORY (1)
Three hours laboratory per week
Prerequisite: CHEM 371 (or concurrent registration)
This course is designed to introduce experimental physical chemistry including measurement of thermodynamic and kinetic properties. Lab fee required.

CHEM 373 PHYSICAL CHEMISTRY II (3)
Three hours lecture per week
Prerequisite: CHEM 122 with a grade of C or better, PHYS 101 or PHYS 201, and MATH 150
Introduction to quantum mechanics, atomic and molecular structure, spectroscopy, and statistical mechanics.

CHEM 410 ADVANCED ORGANIC SYNTHESIS (4)

Three hours lecture and three hours laboratory per week

Prerequisite: CHEM 305 (or concurrent enrollment), CHEM 314, and CHEM 315 or consent of instructor

This course will examine modern synthetic reactions and approaches in the design of complex organic molecules. The laboratory introduces students to advanced synthetic reactions and techniques, including inert-atmosphere techniques. Lab fee required.

CHEM 415 MOLECULAR STRUCTURE DETERMINATION (4)

Three hours lecture and three hours laboratory per week

Prerequisite: CHEM 305 (or concurrent enrollment), CHEM 314, CHEM 315 or consent of instructor

This course will examine modern techniques for the determination of organic, inorganic, and biological molecular structure. Topics include X-ray crystallography, nuclear magnetic resonance spectroscopy, mass spectrometry, infrared spectroscopy, ultraviolet spectroscopy, and molecular modeling. Lab fee required.

CHEM 420 ADVANCED INORGANIC CHEMISTRY (3)

Three hours lecture per week

Prerequisite: CHEM 314 and CHEM 371

Structure and bonding of inorganic compounds, survey of the chemistry of metal and non-metal elements, coordination compounds, organometallic compounds, mechanisms and reactions, and their applications in catalysis and solid state materials.

CHEM 450 INSTRUMENTAL ANALYSIS AND LABORATORY (4)

Three hours lecture and three hours laboratory per week

Prerequisite: CHEM 250, CHEM 251, CHEM 305 (or concurrent enrollment or consent of instructor), and CHEM 315 with a grade of C or better

This course is designed to introduce chemical analysis using instrumental methods. Areas covered will include atomic and molecular spectroscopy, chromatography, and mass spectroscopy. Lectures will focus on theory and application of these techniques to organic, inorganic, and biochemical analysis. Experimental design, materials used in scientific apparatus, vacuum science and electronic circuits will also be examined. Lab fee required.

CHEM 460 BIOCHEMISTRY I (4)

Three hours lecture and three hours laboratory per week

Prerequisite: CHEM 314 with a grade of C or better

This course will examine the physical and chemical properties of biological molecules. Topics include: the structure and function of nucleic acids, proteins, lipids, and carbohydrates. A lab fee is required.

CHEM 461 BIOCHEMISTRY II (4)

Three hours lecture and three hours laboratory per week

Prerequisite: CHEM 305 (or concurrent enrollment), CHEM 460 with a grade of C or better or consent of instructor.

This course will focus on the biochemical reactions that occur in cells. Topics include biosynthesis of proteins, lipids and nucleic acids, photosynthesis, cellular metabolism, and gene expression. Lab fee required.

CHEM 465 BIOINORGANIC CHEMISTRY (4)

Three hours lecture and three hours laboratory per week

Prerequisite: CHEM 305 (or concurrent enrollment), CHEM 314 with a grade of C or better or consent of instructor

This course will examine the inorganic chemistry of biological systems including the role of metals such as zinc, iron, copper, manganese, and molybdenum in protein/ enzyme function. The course will discuss principles of coordination chemistry, protein and DNA functional groups and their metal-binding ability, and the role of metal ions in the reaction mechanisms of metalloenzymes.

CHEM 490 SPECIAL TOPICS IN CHEMISTRY (1-3)

Variable hours per week

Prerequisite: Consent of instructor

Specialized topics from the fields of Chemistry and Biochemistry. Repeatable by topic.

CHEM 492 INTERNSHIP/ SERVICE LEARNING (1-3)

Variable hours per week

Prerequisite: Consent of instructor

Provides student credit for internship work and/or service learning in the community that culminates in a written and oral report. Repeatable.

CHEM 494 INDEPENDENT RESEARCH (1-3)

Variable hours per week

Prerequisite: Consent of instructor

Provides student credit for independent research (laboratory or library) that culminates in a written and oral report. Repeatable.

CHEM 497 DIRECTED STUDIES (1-3)

Variable hours per week

Prerequisite: Consent of instructor

Provides student credit for curricular activities under the direction of a Chemistry faculty member. Repeatable.

CHEM 499 CHEMISTRY CAPSTONE COLLOQUIUM (2)

Two seminar hours per week

Prerequisite: CHEM 305, CHEM 371 and CHEM 492 or 494 (or concurrent enrollment)

Oral and written presentation of work completed or work-in progress projects of *CHEM 492 or 494 courses.*

Graded Credit/No Credit

CHINESE

CHIN 101 ELEMENTARY CHINESE I (4)
Four hours lecture per week
First course in Modern Standard Chinese (Mandarin). Develops elementary communicative skills and knowledge of the Chinese language and cultures. Not intended for students with prior knowledge of Chinese.
GenEd: C3A

CHIN 102 ELEMENTARY CHINESE II (4)
Four hours lecture per week
Continued development of students' elementary communicative skills in listening, speaking, reading and writing skills, and knowledge of Chinese culture.
GenEd: C3A

CHICANA/O STUDIES

CHS 100 CHICANA/OS IN CONTEMPORARY SOCIETY (3)
Three hours lecture per week
This course offers an introductory study of Chicana/os in contemporary society in the United States. It focuses on areas such as culture, history, fine arts, family, language, education, politics, economics, and social issues as they relate to the Mexican American experience in relationship to other groups in American society.
GenEd: C3B, D

CHS 292 CHICANA/O STUDIES SERVICE LEARNING AND CIVIC ENGAGEMENT (3)
Two hours lecture per week
Two hours activity per week
Prerequisite: CHS 100, Sophomore Status or Consent of Instructor
Introduces students to the practices necessary for effective research and work on issues of social justice in Chicana/o communities. Students will learn how to identify, research, and reflect upon problems through the examination of case studies and hands-on service learning and civic engagement experiences. The course prepares students for more advanced service learning skills required in CHS 492.
Student Option: Graded or CR/NC
GenEd: D



CHS 331 TRANSBORDER PERSPECTIVES IN CHICANA/O STUDIES (3)
Three hours lecture per week
Focuses on the major theoretical concepts in transborder studies as they apply to Chicana/o studies in the areas of culture and cultural production, economics, gender issues, health, history, and migration.
GenEd: C3B, D, Interdisciplinary

CHS 350 CHICANA/O HISTORY AND CULTURE (3)
Three hours lecture per week
Examines the historical settlement and culture of Chicanas/os in the United States to the present. Particular attention is given to the relationship of the Chicana/o experience to the economic, political, and social institutions of the United States. These institutions are examined in relation to historical movements and developments that span over several centuries.
Same as HIST 350

CHS 364 CHICANO ENGLISH (3)
Three hours lecture per week
Examination of the social, cultural and linguistic factors that influence the development of Chicano English. Investigates the language use of Chicano's and the sociolinguistic and sociocultural ways of speaking and communicating. Issues of language variety, influence of Spanish, social history and use and function in the Chicano community. Implications for K-12 schooling are addressed.

CHS 491 THEORETICAL FOUNDATIONS OF CHICANA/O STUDIES (3)
Three hours lecture per week
Prerequisite: CHS 331, Senior Standing or Consent of Instructor
Guiding theoretical concepts that have shaped Chicana/o Studies. Includes a critical examination of emerging Chicana/o Studies theoretical perspectives in light of contemporary intellectual frameworks in the social sciences, arts, and humanities, post-modernism, critical theory, and critical race theory. Includes analysis of self-representation and socio-cultural developments in the Chicana/o community.

CHS 492 INTERNSHIP/SERVICE LEARNING (1-3)
Two to six hours lecture per week
Prerequisite: CHS 210, CHS 491, or Consent of Instructor
Work/volunteer experience in an appropriate setting. Students are required to write a reflective report of their experience.

CHS 494 INDEPENDENT RESEARCH (1-3)
One to Three hours activity per week
Prerequisite: Junior Standing and Consent of an Instructor within or affiliated with the program
Independent reading and/or research project under the supervision of a faculty member. Repeatable.

CHS 497 DIRECTED STUDIES (1-3)
One to three hours per week
Prerequisite: Junior Standing and Consent of Instructor within or affiliated with the program Exploring existing literature in important Chicana/o Studies topics.

CHS 499 SERVICE LEARNING CAPSTONE IN CHICANA/O STUDIES (1-3)
One to three hours seminar per week
Prerequisite: Upper division standing as a Chicana/o Studies major or Consent of Instructor
Students complete a project approved by the faculty advisor which will integrate prior course work with the general expectations of the program. Completed projects will be disseminated to the campus community.

COMMUNICATION

COMM 101 PUBLIC SPEAKING (3)
Three hours lecture per week
Introduction to communication theory and the study of the human communication process with an emphasis on effective public communication. Includes intensive practice in public speaking, reasoning, and critical listening.
GenEd: A1

COMM 200 INTRODUCTION TO COMMUNICATION STUDIES (3)
Three hours lecture per week
Prerequisite: COMM 101
Foundational principles and theories of communication provide the student with alternate ways to understand human interaction. Tracing historical and cultural answers to the question, what is communication, guides students to consider alternate paradigms.
GenEd: A1

COMM 210 INTERPERSONAL COMMUNICATION (3)
Three hours lecture per week
Analysis of the role communication plays in interpersonal relationships with special emphasis on intercultural communication. Oral interpersonal communication skills will be stressed.
GenEd: A1

COMM 211 DISCERNING INFORMATION IN AN INTERCONNECTED WORLD (3)
Three hours lecture per week
Provide students with strategies to help them make sense of our information-saturated world. Students should critically assess information, differentiate the perspectives of information seekers from providers and evaluate our sources of knowledge through issues such as surveillance, surrogates, privacy, information seeking behavior, information control, intellectual property, digital democracy, and emerging information communication technologies.
Student Option: Graded or CR/NC
Same as LIB 211
GenEd: A3, D

COMM 220 GROUP COMMUNICATION (3)
Three hours lecture per week
This course examines communication in the small group context. It will investigate the important theoretical foundations and practical applications of group communication as well as apply those theories and skills to actual group interactions.
GenEd: A1

COMM 301 ADVANCED PUBLIC SPEAKING (3)
Three hours lecture per week
Prerequisite: COMM 101
Develops advanced skills of persuasion, narratives, language usage, leadership, and the ability to handle difficult speaking situations.

COMM 310 COMMUNICATION RESEARCH METHODS (3)
Three hours lecture per week
Prerequisite: COMM 200
Investigation of methodology and analytical techniques of human communication, including participant observation, interview, focus groups, surveys, conversation and content analysis.

COMM 320 PERSUASION AND ARGUMENTATION (3)
Three hours lecture per week
Prerequisite: COMM 101
Students will debate one another in contemporary topics in health, business and the environment. Students will also participate in creating a public campaign to persuade a larger audience.

COMM 321 CULTURAL CONVERSATIONS (3)
Three hours lecture per week
Focuses on the ways that people from different cultures interact. Students will analyze and participate in conversations with people who claim different group memberships such as regional, religious, ethnic, or national backgrounds, age, gender and sexual orientations.
GenEd: C3B

COMM 322 SOCIOLOGY OF POPULAR CULTURE (3)
Three hours lecture per week
Prerequisite: SOC 100
Examines popular culture from a sociological and a comparative perspective. Emphasizes the impact of mass media on individual behavior, marketing and consumption of amusements and entertainments in the domestic and global marketplace.
Same as SOC 322, ENGL 322

COMM 331 ART, SOCIETY, AND MASS MEDIA (3)
Three hours lecture per week
The study of synergetic relationships between visual art and human communication dating back to the roots of civilization. Comparative studies in art and communication link ancient traditions to the development of contemporary mass media including print, photography, film, television and the internet
Same as ART 331
GenEd: C1, D, Interdisciplinary

COMM 333 NONPROFIT ORGANIZATIONS (3)
Three hours lecture per week
Issues unique to nonprofit organizations including financial, legal, and political.
Same as POLS 333, ECON 333, BUS 333
GenEd: D, Interdisciplinary

COMM 335 POLITICS AND FILM (3)
Two hours lecture and two hours activity per week.
Explores the themes, issues and processes of politics through an in depth study of selected films. Area of focus varies by semester.
Same as POLS 335
GenEd: D, Interdisciplinary

COMM 336 MULTICULTURAL LITERATURE AND COMMUNICATION (3)
Two hours lecture and two hours activity per week.
Explores the themes, issues and processes of politics through an in depth study of selected films. Area of focus varies by semester.
Same as POLS 335
GenEd: D, Interdisciplinary

COMM 340 CONFLICT MANAGEMENT AND MEDIATION (3)
Three hours lecture per week
Focuses on the role of language and dialogue in the construction, escalation and resolution of conflict in interpersonal, organizational, and community contexts. Addresses the social, political, historical and behavioral aspects of conflict and conflict resolution in our society from a variety of disciplinary perspectives.
GenEd: D, Interdisciplinary

COMM 345 MEDIA LITERACY AND YOUTH CULTURE (3)
Three hours lecture per week
This interdisciplinary course examines the relationship between mass communication, mass media, and youth culture. Topics include the theories and effects of mass communication, in particular the effects of mass media on children and adolescents. To develop media literacy, students will apply these concepts to their own experiences with popular media, including television, print, and film.
Same as EDUC 345
GenEd: A1, D, Interdisciplinary

COMM 346 SCHOOL COMMUNICATION (3)
Three hours lecture per week
Examines written, verbal and nonverbal communication in school settings between teachers and stakeholders. Emphasizes the importance of communication and successful personal interactions.
Same as EDUC 346
GenEd: A1, Interdisciplinary

COMM 430 POLITICAL COMMUNICATION (3)
Three hours lecture per week
An analysis of the relationship between mass media and political decision-making. Topics covered include: political communication theories and trends, the relationship between political institutions and the press in the US and in other countries, elections, debates, political campaigning and advertising, new media and politics, political socialization, education, politics and popular culture.
Same as POLS 430
GenEd: D, Interdisciplinary

COMM 441 HEALTH COMMUNICATION (3)
Three hours lecture per week
Prerequisite: COMM 320
Explores the evolution of health as a major topic in communication studies. Focuses on conversations between health practitioners and patients as well as public health campaigns.
Same as NRS 441
GenEd: D, Interdisciplinary

COMM 442 ORGANIZATIONAL COMMUNICATION (3)
Three hours lecture per week
Prerequisite: COMM 101 and COMM 210 or COMM 220
This course examines and compares internal and external communicative practices in for profit and nonprofit organizations. By examining a series of case studies, students will integrate knowledge from business and marketing and apply communication competence to the production and analysis of organizational messages.
GenEd: A1, Interdisciplinary

COMM 443 ENVIRONMENTAL COMMUNICATION (3)
Three hours lecture per week
Prerequisite: ESRM 100 and COMM 101 or COMM 320
Students will analyze and engage in debates about local, national and global environmental disputes. Topics include analysis of risk, community dialogue and strategic environmental messages.
Same as ESRM 443
GenEd: D, Interdisciplinary

COMM 450 ENVIRONMENTAL CONFLICT RESOLUTION (3)
Three hours lecture per week
Provides practical experience in negotiation and mediation techniques within the context of complex environmental and public policy disputes.
Same as ESRM 450, POLS 450

COMM 490 SPECIAL TOPICS (3)
Three hours lecture per week
Investigates a prominent topic within the field of communication. Topics vary by semester. Repeatable by topic.

COMM 492 INTERNSHIP (1-3)
Two to six hours activity per week
Prerequisite: COMM 300 level
Provides student credit for internship work that applies communication theories and skills within an organization.
Graded Credit/No Credit

COMM 499 CAPSTONE PROJECT (3)
One hour seminar per week
Two hours activity per week
Prerequisite: Senior Standing or Consent of Instructor
Students will work with a community partner to demonstrate how Communication is relevant to an organization that addresses social issues.

COMPUTER SCIENCE

COMP 101 COMPUTER LITERACY (3)
Three hours lecture in the lab per week
An introduction to computer applications, including web applications, word processing, spreadsheets, databases and programming. Includes service learning component. Not open to Computer Science majors.
GenEd: B4

COMP 102 WEB DEVELOPMENT (3)
Three hours lecture in the lab per week
Prerequisite: COMP 101 or Consent of Instructor
Introduction to the design and development of web pages. Use of HTML and scripting languages. Use of multimedia content. Current web development tools. Including web site database applications.
GenEd: B4

COMP 105 COMPUTER PROGRAMMING INTRODUCTION (3)
Three hours lecture in the lab per week
Provides a balanced view of computing and provides an introduction to the world of computer science. In depth coverage of the design, development, and expression of algorithms. Covers a variety of concepts relevant to the beginning student, including computer organization and design. Not open to students who have completed COMP 150.
GenEd: B4

COMP 110 COMPUTER LITERACY FOR EDUCATORS (3)
Three hours lecture per week
An introduction to computer systems, including web applications, word processing, spreadsheets, database emphasizing their use in educational settings.
Same as LS 110
GenEd: B4

COMP 150 OBJECT-ORIENTED PROGRAMMING (4)
Four hours lecture in the lab per week
Prerequisite: Programming experience
Introduction to algorithms, their representation, design, structuring, analysis and optimization. The course introduces the concept of object paradigm, design and implementation of algorithms as structured programs in a high level language.
GenEd: B4

COMP 151 DATA STRUCTURES AND PROGRAM DESIGN (4)
Four hours lecture in the lab per week
Prerequisite: COMP 150
Introduction to data structures and the algorithms that use them. Review of composite data types such as arrays, records, strings, and sets. Topics include: the role of the abstract data type in program design, definition, implementation and application of data structures such as stacks, queues, linked lists, trees and graphs; recursion; use of time-complexity expressions in evaluating algorithms.; comparative study of sorting and searching algorithms. A lab fee is required.

COMP 162 COMPUTER ARCHITECTURE AND ASSEMBLY LANGUAGE (3)
Three hours lecture per week
Prerequisite: COMP 150
An introduction to computer architecture, assembly language programming, system software and computer applications. Topics include: number systems and data representation; internal organization of a computer; primitive instructions and operations; Assembly language; language translation principles; overview of operating systems. A lab fee is required.

COMP 221 INTRODUCTION TO UNIX AND C FOR PROGRAMMERS (3)
Three hours lecture per week
Prerequisite: COMP 151
Fundamentals of the UNIX operating system, including the command line interface (CLI), shell commands and related utilities. C will be covered at an accelerated pace, appropriate for students who already know another programming language. Fundamental C libraries, and basic UNIX system calls, will be covered. Principles of the program development cycle as applied to a UNIX environment will also be presented.



COMP 232 PROGRAMMING LANGUAGES (3)

Three hours lecture in the lab per week
Prerequisite: COMP 151 and COMP 162
Discussion of issues in the design, implementation, and use of high-level programming languages. Topics include: historical background; how languages reflect different design philosophies and user requirements; technical issues in the design of major imperative (procedural) programming languages; other approaches to programming: functional programming, logic programming, and object-oriented programming.

COMP 262 COMPUTER ORGANIZATION AND ARCHITECTURE (3)

Three hours lecture per week
Prerequisite: COMP 151 and COMP 162
Extension of basic addressing concepts to more advanced addressability such as base register and self relative addressing. Topics include: comparative computer architecture focusing on such organizations as multiple register processors and stack machines; basics of virtual memory, input/output; introduction to the concept of microprogrammable systems; low-level language translation process associated with assemblers; system functions such as relocatable loading and memory management; application of data structure and hashing techniques to the above.

COMP 337 SURVEY OF COMPUTER GAMING (3)

Three hours lecture per week
This course provides the student with a broad understanding of the world of computer gaming. This includes the evaluation and analysis of the cultural, historical, literary, psychological, and technological impact of computer gaming on society. The course will survey the different types of computer games such as educational, sports, first person shooter, adventure, and strategy, along with an overview of the design, implementation, and testing issues that confront game developers. The student will construct, submit and evaluate several written reports during the semester.
GenEd: B4, Interdisciplinary

COMP 345 DIGITAL IMAGE PROCESSING (3)

Three hours lecture in the lab per week
Prerequisite: Consent of Instructor
An introduction to the basic concepts and techniques for digital image restoration and enhancement, analysis, coding and compression. The emphasis is on processes which analyze primarily two-dimensional discrete images represented at the pixel level, including filtering, noise reduction and segmentation. Fourier analysis techniques will be explored. Programming exercises will be used to implement the various processes, and their performance on synthetic and real images will be studied.
Same as PHYS 345, MATH 345
GenEd: B1, B4, Interdisciplinary

COMP 350 INTRODUCTION TO SOFTWARE ENGINEERING (3)

Three hours lecture in the lab per week
Prerequisite: COMP 232 and COMP 262
Concepts and techniques for systems engineering, requirements analysis, design, implementation and testing of large scale computer systems. Principles of software engineering for production of reliable, maintainable and portable software products. Emphasis on functional analysis and structured design techniques. Topics include unit, integration and systems testing, configuration management, and software quality assurance practices. Participation in group activities involving analysis, design and implementation of a software intensive system. Introduction to Computer Aided Software Engineering (CASE). A lab fee is required.

COMP 351 DISTRIBUTED COMPUTING (3)

Three hours lecture per week
Prequisites: COMP 151
Learn effective use of remote objects and component technologies in computer programs. Study of fundamentals of distributed programming technologies. Build expertise in using modern tools and services to transparently integrate local and remote resources to solve problems.

COMP 362 OPERATING SYSTEMS (3)

Three hours lecture in the lab per week
Prerequisite: COMP 262
Examination of the principal types of systems including batch, multi-programming, and time-sharing. Networked systems are also discussed. The salient problems associated with implementing systems are considered including interrupt or event driven systems, multi-tasking, storage and data base management, and input-output. Emphasis will be placed on some of the simple algorithms used to solve common problems encountered such as deadlocks, queue service, and multiple accesses to data. Projects will be implemented to reinforce the lectures. A lab fee is required.

COMP 420 DATABASE THEORY AND DESIGN (3)

Three hours lecture in the lab per week
Prerequisite: COMP 350
Topics include: database structure including: structure definition, data models, semantics of relations, and operation on data models; database schemas: element definition, use and manipulation of the schema; elements of implementation.; algebra of relations on a database; hierarchical data bases. Discussion of information retrieval, reliability, protection and integrity of databases.

COMP 421 UNIX FOR PROGRAMMERS (3)

Three hours lecture per week
Prerequisite: COMP 151and COMP 362
In this course students will become proficient in the use of Unix operating environment including command line Unix utilities, vi and emacs editors, regular expressions, text processors and Unix shells. Discover fundamental Perl and its application in programming CGI. Learn how to write in C utilities that control the operating environment through the use of system calls. Find out how to develop programs using Unix facilities.

COMP 424 COMPUTER SYSTEM SECURITY (3)

Three hours lecture in the lab per week
Prerequisite: COMP 350
Security techniques in operating systems, data bases, and computer networks. Analysis of formal security models. Introduction to cryptography, and public key security schemas.

COMP 425 COMPUTER GAME PROGRAMMING (3)

Three hours lecture per week
Prerequisite: COMP 429 and COMP 464
This course focuses on exploring software techniques for development of computer-controlled games. The topics include: principles of game design, integrating graphics, animation and audio in games, game control including methods based on artificial intelligence, networking for multi-player games, game optimization and deployment, and game development cycles

COMP 429 COMPUTER NETWORKS (3)

Three hours lecture in the lab per week
Prerequisite: COMP 232 and COMP 362
Basic software design and analysis considerations in networking computers into coherent, cooperating systems capable of processing computational tasks in a distributed manner. Network topology, routing procedures, message multiplexing and process scheduling techniques will be discussed. A lab fee is required.

COMP 437 FOUNDATIONS OF COMPUTER GAME DEVELOPMENT (3)

Three hours lecture per week
Prerequisite: COMP 105, MATH 137, ART 205, ART 206 or instructor permission
This course lays down the foundation for a multi-disciplinary approach to computer game development. The students study game design principles followed by implementation methodologies and technologies. Management issues in the gaming industry are also examined. The students develop an understanding of how various perspectives from art, technology and business come together in the creation of compelling and profitable game entertainment.
GenEd: B4, Interdisciplinary

COMP 445 IMAGE ANALYSIS AND PATTERN RECOGNITION (3)

Three hours lecture in the lab per week
Prerequisite: PHYS/COMP/MATH 345 or Consent of Instructor
The course addresses the issue of analyzing the pattern content within an image. Pattern recognition consists of image segmentation, feature extraction and classification. The principles and concepts underpinning pattern recognition, and the evolution, utility and limitations of various techniques (including neural networks) will be studied. Programming exercises will be used to implement examples and applications of pattern recognition processes, and their performance on a variety of diverse synthetic and real images will be studied.
Same as PHYS 445, MATH 445
GenEd: B1, B4, Interdisciplinary

COMP 447 SOCIETAL ISSUES IN COMPUTING (3)

Three hours lecture in the lab per week
Prerequisite: Senior standing
A survey course on the role of the digital computer in modern society. Topics include: dangers of the misuse of computers, privacy, copyright, computer crime, legal and social issues, as well as the proper and intelligent use of the machines.
GenEd: B4, D, Interdisciplinary

COMP 449 HUMAN-COMPUTER INTERACTION (3)

Three hours lecture in the lab per week
Prerequisite: Programming experience or Consent of Instructor
The information exchange between humans and computer systems will be examined. Aspects of input/output devices, software engineering, and human factors will be discussed with respect to human-computer interactions. Topics include: text and graphic display; user modeling; program design, debugging, complexity and comprehension; and current research studies and methodologies.
Same as PSY 449
GenEd: B4, E, Interdisciplinary

COMP 451 ADVANCED OBJECT-ORIENTED PROGRAMMING (3)

Three hours lecture in the lab per week
Prerequisite: COMP 350
Principles of object-oriented design and programming based on languages such as JAVA, C++ and Smalltalk will be presented. Understanding of the role of objects, methods, message passing, encapsulation, and inheritance for effective programming will be stressed. Language structure versus particular engineering objectives will be analyzed. Design Patterns techniques will be an unifying theme.

COMP 452 COMPUTATIONAL BIOINFORMATICS (4)

Four hours lecture in the lab per week
Prerequisite: Programming experience and Statistics, or Consent of Instructor
Basic computational models used in molecular biology will be introduced. Topics include algorithms for string alignments, dynamic programming, structural superposition algorithms, computing with differential information, 3D motifs, Hidden Markov Models, phylogenetic trees, statistical/ information techniques for pattern recognition, genetic algorithms.
Same as MATH 452

COMP 454 AUTOMATA, LANGUAGES, AND COMPUTATION (3)

Three hours lecture in the lab per week
Prerequisite: MATH 300
Study of the relation of languages (i.e. sets of strings) and machines for processing these languages, with emphasis on classes of languages and corresponding classes of machines. Phrase structure languages and grammar. Types of grammars and classes of languages. Regular languages and finite state automata. Context-free languages and pushdown automata. Unrestricted languages and Turing Machines. Computability models of Turing, Church, Markov, and McCarthy. Applications to programming languages, compiler design, and program design and testing.

COMP 462 EMBEDDED SYSTEMS (3)

Three hours lecture per week
Prerequisite: COMP 362
This course covers the design of embedded systems. This includes the analysis of small computer systems designed for robotic mechanisms and common appliances such as cell phones and other hand held devices. The course will cover the design, implementation, and testing of software used in such systems with special attention paid to maximizing the use of limited computational resources and the need for event-driven real time system responses.



COMP 464 COMPUTER GRAPHIC SYSTEMS AND DESIGN I (3)
Three hours lecture in the lab per week
Prerequisite: COMP 350 and MATH 240
Topics include: fundamental concepts of computer graphics; graphics devices; graphics languages; interactive systems; applications to art, science, engineering and business; trade-offs between hardware devices and software support. A lab fee is required.

COMP 469 ARTIFICIAL INTELLIGENCE/ NEURAL NETS (3)
Three hours lecture in the lab per week
Prerequisite: COMP 350 and 362
An exploration of the use of computers to perform computations normally associated with intelligence, pattern formation and recognition using various backpro iterations. Stacks, decision trees and other modern mining tools and computational models for knowledge representation will be covered. Other topics may include natural language and imagining.

COMP 490 TOPICS IN COMPUTER SCIENCE (3)
Three hours lecture per week
Prerequisite: Upper Division Standing
Current issues in computer science.

COMP 491 CAPSTONE PREPARATION (1)
One hour seminar per week
Prerequisite: COMP 350, COMP 362,
Senior Standing in the Computer Science Major Research and develop a proposal for a significant software project under faculty supervision.

COMP 492 INTERNSHIP (1-3)
Variable hours per week
Prerequisite: Upper Division Standing and program approval of written proposal
Supervised work and study in an industrial or scientific setting involving development of degree-related skills. All students are required to present their projects at the Senior Colloquium.

COMP 494 INDEPENDENT RESEARCH (1-3)
Variable hours per week
Prerequisite: Upper Division Standing and program approval of written proposal
Supervised project involving theoretical research in the field of computer science and its applications. All students are required to present their projects at the Senior Colloquium.

COMP 497 DIRECTED STUDIES (3)
Variable hours per week
Prerequisite: Program approval of written proposal
Supervised project involving library research in the field of computer science or its applications. All students are required to present their projects at the Senior Colloquium.

COMP 499 CAPSTONE PROJECT (3)
Three hours activity per week
Prerequisite: COMP 491
Design, implement and present a significant software project under faculty supervision.

COMP 510 ALGORITHMS (3)
Three hours lecture per week
Prerequisite: Admission to the Computer Science or Mathematics Graduate Program
Design strategies for algorithms and data structures. Theoretical limits to space and time requirements. Time/space trade-offs. Categories of problems and algorithms. Applications to business, bioinformatics, engineering, telecommunications and other disciplines. Open problems in the field.

COMP 520 ADVANCED DATABASE SYSTEMS (3)
Three hours lecture in the lab per week.
Prerequisite: Admission to the Computer Science or Mathematics Graduate Program
This graduate course covers advanced analysis of Relational Database Management Systems including their design and implementation. Topics include relational algebras, Entity Relation Diagrams, first, second, and third Normal Forms, data integrity constraints, triggers, query optimization, indexing, stored procedures, distributed databases, database administration issues, transaction processing and scheduling, object oriented database modeling, and data security.

COMP 524 SECURITY (3)
Three hours lecture in the lab per week
Prerequisite: Admission to the Computer Science or Mathematics Graduate Program
A survey of security issues and techniques for stand-alone and networked computer systems including databases. Techniques such as auditing, risk analysis, cost-benefit analysis. Security standards. Application in various fields.

COMP 529 NETWORK COMPUTING (3)
Three hours of lecture in the lab per week.
Prerequisite: Prerequisite: Admission to the Computer Science or Mathematics Graduate Program and Consent of Instructor
Design and programming in Java of distributed systems that use telecommunication networks as their computing platform.

COMP 532 COMPUTATIONAL BIOINFORMATICS (3)
Three hours of lecture in the lab per week.
Prerequisite: Admission to the Computer Science or Mathematics Graduate Program and Consent of Instructor
Contemporary computational models used in molecular biology and structures simulations will be introduced. Topics include dynamic programming, statistical/ information techniques for pattern recognition, algorithms for string alignments, structural superposition algorithms, computing with differential information, 3D motifs, Hidden Markov Models, phylogenetic trees, genetic algorithms.

COMP 549 HUMAN-COMPUTER INTERACTION (3)
Three hours lecture in the lab per week
Prerequisite: Admission to the Computer Science or Mathematics Graduate Program
The design, development and analysis of effective interfaces to computer systems. Trends in graphical user interfaces.

COMP 550 ADVANCED SOFTWARE ENGINEERING (3)
Three hours lecture in the lab per week
Prerequisite: Admission to the Computer Science or Mathematics Graduate Program and Consent of Instructor
Fundamentals of Object-Oriented Design and Analysis. Designing systems with Unified Modeling Language (UML) and patterns. Applications to other fields.

COMP 566 GEOMETRY AND COMPUTER GRAPHIC (3)
Three hours of lecture in the lab per week
Prerequisite: Admission to the Computer Science or Mathematics Graduate Program
Algorithms for geometric analysis and retrieval of 3D shapes from large 3D databases common in several fields, including computer graphics, computer-aided design, molecular biology, paleontology, and medicine. The focus of study will be recent methods for matching, registering, recognizing, classifying, clustering, segmenting, and understanding 3D data.

COMP 569 ARTIFICIAL INTELLIGENCE (3)
Three hours of lecture in the lab per week
Prerequisite: Admission to the Computer Science or Mathematics Graduate Program
The course covers the many aspects of how human intelligence might be encoded in computer programs and mechanisms such as robots. This includes topics in Natural Language Processing, Computer Vision, Expert Systems, and Automated Problem Solving.

COMP 571 BIOLOGICALLY INSPIRED COMPUTING (3)
Three hours of lecture in the lab per week
Prerequisite: Admission to the Computer Science or Mathematics Graduate Program
Study of computing paradigms that have roots in Biology including Neuromorphic Systems, Evolutionary Systems, Genetic Programming, Swarm Intelligence and Artificial Immune Systems.

COMP 572 NEURAL NETWORKS (3)
Three hours of lecture in the lab per week
Prerequisite: Admission to the Computer Science or Mathematics Graduate Program
Covers the basic ideas of distributed computation with many simple processing units, similar to the neurons of the brain. Topics include: Hopfield style networks applied to optimization problems, and the backpropagation method applied to pattern classification problems. Additional topics include associate memory, binary vs. analog networks, simulated annealing.

COMP 575 MULTI-AGENT SYSTEMS (3)
Three hours lecture in the lab per week
Prerequisite: Admission to the Computer Science or Mathematics Graduate Program
Analysis of design issues that currently confront software engineers as they define the electronic ecosystem that will be housed in the computer networks of the future. The course focuses on state-of-the-art agent technology. In this course the student will build an agent development framework and then implement several intelligent agents.

COMP 578 DATA MINING (3)
Three hours lecture in the lab per week
Prerequisite: Admission to the Computer Science or Mathematics Graduate Program
This graduate course covers the fundamentals of Data Mining. Topics include: the analysis of patterns of data in large databases and data warehouses, the application of statistical pattern recognition, and data modeling and knowledge representation. Applications in large databases and gene hunting.

COMP 581 MATHEMATICAL METHODS IN ARTIFICIAL INTELLIGENCE (3)
Three hours lecture in the lab per week
Prerequisite: Admission to the Computer Science or Mathematics Graduate Program
This course presents several branches of mathematics that provide computational basis for Artificial Intelligence. The course covers Trees and Search, The Concepts of Predicate Logic, The Theory of Resolution, Nonmonotonic Reasoning, Probability Theory, Bayesian Networks, Fuzziness and Belief Theory, Classifier Systems, Math for Neural Networks, Elements of Statistics, Decision Trees and Optimization.
Same as MATH 581

COMP 590 ADVANCED TOPICS IN COMPUTER SCIENCE (3)
Three hours lecture per week
Selected advanced topics in Computer Science.

COMP 597 MASTER THESIS (1-9)
Variable hours per week
Supervised research in the field of computer science or its applications. Required to present their research at Graduate Seminar.

COMP 598 MASTER PROJECT (1-9)
Variable hours per week
Prerequisite: Admission to the Computer Science or Mathematics Graduate Program
Supervised industrial or scientific project involving design of new solutions in various applications. Required to present projects at the Graduate Seminar.

COMP 599 GRADUATE SEMINAR (1)
Variable hours per week
Prerequisite: Admission to the Computer Science or Mathematics Graduate Program
Oral presentations of current advancements in the field, reports on students' research, master thesis, and projects. Repeatable.

ECONOMICS

ECON 110 PRINCIPLES OF MICROECONOMICS (3)
Three hours lecture per week
The application of economic reasoning to the decisions of consumers and producers. Topics include opportunity cost, resource allocation, the price system, the organization of industry, market failures, distribution of income, public sector economics.
GenEd: D

ECON 111 PRINCIPLES OF MACROECONOMICS (3)
Three hours lecture per week
Study of the workings of the economy. Topics include national income accounting, business cycles, employment and unemployment, inflation, economic growth, financial institutions, fiscal and monetary policy, and international trade.
GenEd: D

ECON 300 FUNDAMENTALS OF ECONOMICS (3)
Three hours lecture per week
Basic economic training for citizens who wish to exercise a reasoned judgment about economic issues in public affairs. Content generally same as ECON 110, 111 in condensed form. Not open to students with credit in ECON 110 or 111.
GenEd: D

ECON 310 INTERMEDIATE MICROECONOMICS (3)
Three hours lecture per week
Prerequisite: ECON 110, ECON 111 and MATH 140 or MATH 150
Economic analysis of the decisions of consumers and producers. Emphasis on the theory of consumer behavior, the theory of the firm, price and output determination in various market structures, factor markets and externalities.

ECON 311 INTERMEDIATE MACROECONOMICS (3)
Three hours lecture per week
Prerequisite: ECON 110, ECON 111 and MATH 140 or MATH 150
Determinants of levels of national income, employment, and price levels. Analysis of secular and cyclical changes in economic activity, and the effects of monetary and fiscal policies on these changes.

ECON 320 MONEY AND BANKING (3)
Three hours lecture per week
Prerequisite: ECON 110, ECON 111 and MATH 140 or MATH 150
Nature and functions of money and its relation to prices; the monetary system of the United States; the functions of banks, bank credit, foreign exchange and monetary control. The impact of monetary policy on economic activity.

ECON 329 MANAGERIAL ECONOMICS (3)
Three hours lecture per week
Prerequisite: ECON 110, ECON 111 and MATH 140 or MATH 150
Development of the tools of marginal analysis and their application to managerial decisions and planning. Topics include demand analysis, production and cost, pricing and output decisions under different market structures. Product and factor markets will be analyzed.

ECON 331 NARRATIVES OF THE WORKING CLASS (3)
Three hours lecture per week
Examines the lives of working people using various thematic approaches and disciplinary methodologies. Materials include literature, film, and case studies.
Same as ENGL 331, SOC 331, HIST 331, POLS 331
GenEd: C2, D, Interdisciplinary

ECON 333 NONPROFIT ORGANIZATIONS (3)
Three hours lecture per week
Issues unique to nonprofit organizations including financial, legal, and political.
Same as POLS 333, COMM 333, BUS 333
GenEd: D, Interdisciplinary

ECON 340 BUSINESS AND ECONOMICS IN AMERICAN LITERATURE (3)
Three hours lecture/discussion per week
Explores the ways in which business and economics have been represented in American literature. Employs critical methodologies from the fields of Business, Economics, and Literary studies.
Same as BUS 340, ENGL 340
GenEd: C2, D, Interdisciplinary

ECON 341 DRUG DISCOVERY AND DEVELOPMENT (3)
Three hours lecture per week
How are drugs discovered? What determines the price for a drug? What is the difference between a generic and non-generic drug? These questions will be examined with an interdisciplinary approach. Topics include the isolation of compounds from natural sources, the screening of compounds for biological activity, structure-activity relationships of drugs, computer-assisted drug design, combinatorial chemistry, bioinformatics, the FDA approval process for new drugs, and the economic and business aspects of pharmaceutical investment and development.
Same as CHEM 341, BUS 341
GenEd: B1, D, Interdisciplinary

ECON 342 THE ZOO: CONSERVATION, EDUCATION AND RECREATION (3)
Three hours lecture per week
An interdisciplinary study of zoos and zoological gardens from scientific, managerial, business, recreational and educational perspectives. Analyzes how these perspectives are linked within zoo practices. The course will include an in-depth case study of a local zoo. Field trips to local zoos will be required.
Same as BIOL 342, BUS 342, EDUC 342
GenEd: D, Interdisciplinary

ECON 343 CAPITAL THEORY (3)
Three hours lecture per week
Intertemporal choice and decision-making under uncertainty in our financial lives. Topics include: multi-period consumption, multi-period production, capital budgeting, modern portfolio theory and financial management.
Same as FIN 343
GenEd: D, Interdisciplinary

ECON 344 THE LIBRARY: COLLECTIONS, SERVICES & INSTRUCTION (3)
Three hours lecture per week
A study of university, school (K-12), public, and special libraries from business, economic, library science, and educational perspectives. Analyzes how these perspectives are linked within library practices. The course will include study of local libraries. The course will include field trips to local libraries.
Same as BUS 344, EDUC 344, LIB 344
GenEd: D, Interdisciplinary

ECON 347 THE UNIVERSITY (3)
Three hours lecture per week
A study of institutions of higher education from multiple perspectives including, but not limited to education, teaching and learning, scholarly and creative activities, community service, management, and public policy. The course will include case studies of colleges and universities in the region and may include field trips to these institutions
Same as BUS 347, EDUC 347
GenEd: D, Interdisciplinary

ECON 349 HISTORY OF BUSINESS AND ECONOMICS IN NORTH AMERICA (3)
Three hours of lecture per week
Examines the growth and development of the economies of North America since colonial times. Addresses social, ethical, economic and management issues during the development of Canada, the United States, and Mexico. Analyzes the business principles underlying the growth and development of the economies.
Same as HIST 349, BUS 349
GenEd: D, Interdisciplinary

ECON 362 ENVIRONMENTAL ECONOMICS (3)
Three hours lecture per week
Prerequisite: ECON 110 and ECON111, or ECON 300
Economic analysis of environmental problems and policy. Market failures due to externalities, public goods, and common property resources are examined. Private (market) and public (government) solutions to environmental problems are examined.

ECON 370 THE WORLD ECONOMY (3)
Three hours lecture per week
Prerequisite: ECON 110 or ECON 300
Theory, practice, and institutions of the international economy. Topics include international trade and investment, balance of payments, foreign exchange rates, international institutions in the global economy, and international economic policy.

ECON 411 ECONOMICS OF ENTREPRENEURSHIP (3)
Three hours lecture per week
Prerequisite: ECON 110 and ECON 111
Application of economic concepts to entrepreneurial strategies and decisions. Analysis of entrepreneurial activities as related to production, markets, innovation, risk, and the macroeconomy.

ECON 415 INDUSTRIAL ORGANIZATION (3)
Three hours of lecture per week
Prerequisite: ECON 310 or ECON 329
A theoretical and empirical examination of the structure, conduct and performance of industries. Topics include market structures, games and strategy, and pricing strategy.

ECON 425 LABOR ECONOMICS (3)
Three hours of lecture per week
Prerequisite: ECON 310 or ECON 329
An examination of the employment of labor as a factor of production. Topics include employment, wage rates, unions and collective bargaining, and labor legislation.

ECON 444 VALUES AND VALUABLES (3)
Three hours lecture per week
Prerequisite: ANTH 102 or ECON 110
Examination of the intimate linkages between the creation of cultural values and the perception of economic value through the analysis of production and exchange in various cultural contexts. Synthesis of the debates in the field of economic anthropology and application to pre-historic, modern, Western and non-Western societies.
Same as ANTH 444
GenEd: D, Interdisciplinary

ECON 448 GLOBALIZATION AND DEVELOPMENT (3)
Three hours lecture per week
Prerequisite: SOC 100
Examines empirical and theoretical issues of globalization from a sociological perspective, to understanding how the forces of globalization affect economic, political and cultural systems of both developed and developing nations.
Same as SOC 448, BUS 448
GenEd: D, Interdisciplinary

ECON 450 PUBLIC SECTOR ECONOMICS (3)
Three hours of lecture per week
Prerequisite: ECON 310 or ECON 329
The economic role of government with an emphasis on the allocation and distribution effects of government expenditures and taxation.

ECON 455 URBAN AND REGIONAL ECONOMICS (3)
Three hours of lecture per week
Prerequisite: ECON 310 or ECON 329
Economic analysis of urban and regional problems including the formation of cities, urban finance and services, growth, land use, transportation, income distribution, pollution, congestion, and law enforcement.

ECON 464 NATURAL RESOURCE ECONOMICS (3)
Three hours lecture per week
Prerequisite: ECON 310 or ECON 329
Microeconomics and capital theory applied to problems of conserving and managing natural resources. Analysis of public policies affecting renewable and nonrenewable resources including price controls, taxation and leasing. Representative topics include: forestry, fishery, energy, water and mineral economics.

ECON 471 INTERNATIONAL TRADE (3)
Three hours lecture per week
Prerequisite: ECON 310 or ECON 329
The theory of international trade, effects of tariff and non-tariff barriers, and conduct of commercial policy. Topics include theories of comparative advantage, gains from trade, distribution effects of trade, international factor movements and trade restrictions, the political economy of trade and industrial policy.

ECON 472 INTERNATIONAL MACROECONOMICS (3)

Three hours lecture per week
Prerequisite: ECON 311 or ECON 320
Macroeconomic analysis of the open economy, the impact of stabilization policies in a global economy, the role of the balance of payments, and the international monetary system. Topics include balance of payments accounts, spot-forward exchange rates, interest rate arbitrage, purchasing-power parity, exchange rate determination and macroeconomic policy in an open economy.

ECON 473 DEVELOPMENT ECONOMICS (3)

Three hours lecture per week
Prerequisite: ECON 310 or ECON 329
Economic underdevelopment and its causes from historical, institutional and structural perspectives. Theories and patterns of growth and development, and the role of government, trade, education. Regional focus may vary by semester.

ECON 480 TOPICS IN ENVIRONMENTAL AND NATURAL RESOURCE ECONOMICS (3)

Three hours lecture per week
Prerequisite: ECON 362 or ECON 464 or Consent of Instructor
Application of economic analysis to topics in environmental and natural resource economics. Representative topics include: energy problems and policies, the measurement of market and non-market benefits and costs, endangered species management. Repeatable by topic.

ECON 486 INTRODUCTION TO ECONOMETRICS (3)

Three hours lecture per week
Prerequisite: ECON 310 or ECON 329, ECON 311 and MATH 340
Application of mathematical and statistical methods to economic data. Estimation of economic relationships using regression analysis, hypothesis testing, and forecasting.

ECON 488 APPLIED MANAGERIAL ECONOMETRICS (4)

Three hours lecture and two hour lab per week
Prerequisite: MATH/PSY 202 or MATH 329 or 352, ECON 310 or ECON 329 and MATH 150
Emphasis on the collection and manipulation of economic data, and the application of econometric methods to business and resource management issues. Development of testable hypotheses, applications of estimation techniques and interpretation of regression results. Use of econometric software applications to estimate statistical relations.

ECON 490 SPECIAL TOPICS (3)

Three hours per week
Prerequisite: Consent of the Instructor
In-depth analysis of current topics in economics. Topics vary each semester. Repeatable by topic.

ECON 492 SERVICE LEARNING/ INTERNSHIP (3)

Six hours per week
Prerequisite: Consent of Instructor
Individual internship through service learning.
Graded Credit/No Credit

ECON 493 SERVICE LEARNING AT THE ZOO (1-3)

One to three hours activity per week
Prerequisite: BIOL/BUS/ECON/EDUC 342 and Consent of Instructor
Working with a local zoo, individuals or teams of students will engage in service learning projects. Students will apply skills and competencies acquired in their academic programs to issues and challenges facing modern zoos.
Student Option: Graded or CR/NC
Same as UNIV 493, BIOL 493, BUS 493, EDUC 493

ECON 497 DIRECTED STUDY (1-3)

Variable hours per week
Prerequisite: Consent of Instructor
Individual contracted study on topics or research selected by the student and faculty mentor. Repeatable for up to nine units.
Graded Credit/No Credit

ECON 499 CAPSTONE (3)

Three hours of lecture per week
Prerequisite: ECON 310, ECON 311 and ECON 488 and Senior Standing
In-depth analysis of an economic issue utilizing the theoretical and empirical tools developed in the required major courses. Culminates with a senior paper and a formal presentation.

EARLY CHILDHOOD STUDIES

ECS 101 INTRODUCTION TO EARLY CHILDHOOD EDUCATION (3)

Two hours seminar per week; two hours activity per week
An overview to the field of early childhood education paired with structured observational experiences in early childhood settings. Emphasis is placed on gaining an awareness of connections between disciplinary content knowledge about teaching and learning in early childhood. This course will provide students with the opportunity to explore career options for serving young children and families. Thirty hours of field experience in early childhood settings is required. Fingerprint clearance is required.
GenEd: D

ECS 221 CHILD, FAMILY AND COMMUNITY IN CALIFORNIA IN THE 21ST CENTURY (3)

Three hours lecture per week
Examines developing children in a societal context focusing on the interrelationship of family, school and community with an emphasis on historical and cultural factors which influence the family and processes of socialization. Focuses on the importance of respectful, reciprocal relationships that support and empower families and the social context of Southern California in the 21st Century.

ECS 320 **EARLY CHILDHOOD SERVICE DELIVERY MODELS & PROGRAMS FOR YOUNG CHILDREN (3)**

Two hours lecture per week; two hours activity per week

Survey of early childhood service delivery models and programs with an emphasis on policy, recommended practices, and research implications. Historical and theoretical foundations from the primary professional disciplines and agencies serving young children and their families. Interdisciplinary and interagency coordination of early childhood service delivery systems. Examination of environmental arrangements and routines that support diverse child development in school, community, and family settings. Thirty hours of field experience in early childhood settings is required. Meets a course requirement for the Child Development Permit requirements for child, family, and community. Fingerprint clearance is required.

ECS 322 **EARLY CHILDHOOD PROGRAM ADMINISTRATION (3)**

Three hours lecture per week

Prerequisite: ECS 320

Developing knowledge and competencies in administration of programs for young children; supervision of early childhood personnel and fiscal management; teacher selection; training and supervision; family involvement; and program evaluation.

ECS 325 **TYPICAL & ATYPICAL DEVELOPMENT: BIRTH - AGE 8 (3)**

Two hours lecture per week; two hours activity per week

Prerequisite: PSY 213

Focus on typical and atypical development from infancy through eight years of age with an emphasis on the cognitive, social-emotional, language, and physical domains of development. Theories of typical and atypical child development are discussed with implications for applied contexts, including infant/toddler and preschool/ early elementary settings. The contexts of development, including families, schools, communities, and culture are presented. Thirty hours of field experience in early childhood settings is required. Fingerprint clearance is required.



ECS 456 **WORKING WITH PARENTS (3)**

Three hours lecture per week

Prerequisite: Senior Standing

Studies the relationships among families, communities, and educational programs with an emphasis on working with families from various cultures found in Southern California through exploring parent involvement, forms of communication with parents, parent education, and identifying resources for families. Appropriate for all teacher credential students, and other majors in the social service areas that interact with and serve families.

ECS 460 **INFANT/TODDLER ASSESSMENT & INTERVENTION (3)**

Three hours lecture per week

Prerequisite: ECS 320, ECS 325, SPED 345

Corequisite: ECS 461

Focus on the developmental and ecological principles of assessment and teaching strategies for infants, toddlers, and young children, ages birth to three, and their families. This course will prepare students to plan and implement individualized, developmentally and culturally appropriate assessment and curricular/teaching strategies for very young children with and without disabilities in diverse settings with a focus on cognitive, social-emotional, language, and physical development. Infant/toddler transition planning to preschool.

ECS 461 **INFANT/TODDLER STUDENT TEACHING & SEMINAR (4)**

Nine hours activity per week

One hour seminar per week

Prerequisite: ECS 320, ECS 325, SPED 345

Corequisite: ECS 460

Student teaching in center-based settings for infants and toddlers. Students practice assessment and instructional strategies. Seminar is held in conjunction with the student teaching experience to serve as a forum for integrating research, theory, and recommended practices. One full school day of student teaching per week. Fingerprint clearance is required.

ECS 468 **EARLY NUMERACY & LITERACY FOR CHILDREN AGES 3 - 8 (3)**

Three hours lecture per week

Prerequisite: ECS 320, ECS 325, ENGL 312

Corequisite: ECS 470, ECS 471

Focus on the principles, assessment, and methods of early numeracy and literacy development for children ages three through eight years; with a specific emphasis on English learners, children with special needs, and exceptional learners; issues of multiculturalism and multilingualism are infused throughout the course.

ECS 470 **PRESCHOOL/PRIMARY ASSESSMENT & TEACHING STRATEGIES (3)**

Three hours lecture per week
Prerequisite: ART 102, ECS 325, ECS 330, HLTH 322, PHED 302, SPED 345
Corequisite: ECS 468, ECS 471
Focus on the developmental and ecological principles of assessment and teaching strategies for children, three through eight years of age and their families. Prepares students to plan and implement individualized, developmentally and culturally appropriate assessment and curricular/ teaching strategies in preschool and early elementary settings. Assessment and teaching methodologies will focus on the promotion of cognitive and social-emotional development, creative expression and the understanding of social studies and science concepts for diverse children with and without disabilities. Classroom organization and individualized behavioral support strategies will be presented including transition planning from preschool to early elementary settings.

ECS 471 **PRESCHOOL/PRIMARY STUDENT TEACHING & SEMINAR (4)**

Fourteen (14) hours activity per week; One hour seminar per week
Corequisite: ECS 468, ECS 470
Student teaching in preschool and early elementary school settings. Students practice assessment and instructional strategies with children ages 3 through 8 years.. Seminar is held in conjunction with the student teaching experience to serve as a forum for integrating research, theory, and recommended practices. One full school day of student teaching for the first eight weeks and three full days for the last eight weeks. Fingerprint clearance is required.

EDUCATION - ACCELERATED PROGRAM

EDAP 364 **INITIAL CLASSROOM APPRENTICESHIP (1)**

Three hours activity per week, equivalent of one half-day activity in local public schools and one hour of seminar every other week
Prerequisite: Admission to the Accelerated Program or Consent of Instructor
Service in selected schools under the supervision of classroom teacher.
Graded Credit/No Credit

EDAP 365 **ADVANCED CLASSROOM APPRENTICESHIP (2)**

Four hours activity per week, equivalent of one full day of activity in local public schools
Prerequisite: Admission to the Accelerated Program or EDAP 364
Corequisite: EDUC 520
Service learning in selected schools under the supervision of classroom teacher.
Graded Credit/No Credit

EDAP 423 **LITERACY 2: MULTICULTURAL/ MULTILINGUAL (3)**

Three hours lecture per week
Prerequisite: Admission to the Multiple Subject Accelerated program option; EDAP 422
Corequisite: Enrolled in a field placement or student teaching course
Teaching literacy to all children (grades 3-6) with special attention to needs of English Language Learners and exceptional children, technology for teaching and learning are integrated. Topics include reading and writing skills across the content areas and literature-based instruction for native English speakers and English Language Learners in English-only, Multilingual and Bilingual contexts. Differentiated instruction and scaffolding for English language learners, special education (including gifted) and English only students.

EDAP 425 **HEALTH AND PHYSICAL EDUCATION IN ELEMENTARY SCHOOLS (3)**

Three hours lecture per week
Prerequisite: Admission to the Multiple Subject Accelerated Program
Overview of the California elementary health and physical education curricula. Developmentally appropriate motor activities, maximum participation, fitness, nutrition, games, sports; personal, community and social health and safety. Students learn and practice health and physical education pedagogy (K-8). Including needs of English language learners and special needs students.

EDAP 426 **TEACHING GEOMETRY AND MEASUREMENT IN ELEMENTARY SCHOOLS (3)**

Three hours lecture per week
Prerequisite: MATH 208 or Consent of the Program Coordinator. Admission to the Multiple Subject Accelerated Program
Corequisite: EDAP 467 or EDAP 469
Consent of Instructor required for enrollment.
Covers geometry and measurement including geometric interpretation of real numbers, geometric constructions, measurement formulae. Current issues of the modern math curriculum are integrated including problem solving approaches to teaching and learning, problem-based learning tasks, mathematical modeling, authentic assessment and data driven, cognitively guided instructional practices.

EDAP 427 **SOCIAL STUDIES IN INTEGRATED ART (3)**

Three hours lecture per week
Prerequisite: Admission to the Multiple Subject Accelerated Program
Focuses on standard based curriculum for the Social Sciences and Arts including needs of English Language Learners, exceptional children, and technology for teaching and learning.

EDAP 428 TEACHING DATA ANALYSIS, PROBABILITY AND MATHEMATICAL REASONING IN ELEMENTARY SCHOOLS (3)

Three hours lecture per week
Prerequisite: MATH 208 or Consent of the Program Coordinator. Admission to the Multiple Subject Accelerated Program. Corequisite: EDAP 467 or EDAP 469 Consent of Instructor required for enrollment.
The emphasis in this course is on combining the Probability and Statistics content knowledge with appropriate teaching methods.

EDAP 429 TEACHING SCIENCE IN ELEMENTARY SCHOOLS (3)

Three hour lecture per week
Prerequisite: Admission to the Multiple Subject Accelerated Program
Studies the application of methods for teaching physical, life and earth science to K-8 students based on research and theory. Integrates needs of English Language Learners, exceptional children, and technology for teaching and learning.

EDAP 467 STUDENT TEACHING 1 (3)

Twelve weeks of one half-day in schools and four weeks of full-time student teaching
Prerequisite: Admission to the Accelerated program; SPED 345, EDUC 510, EDUC 512, EDUC 520, and ENGL 475
Participatory observation and teaching in a grade K-3 classroom in a selected school under the supervision of a cooperating classroom teacher and university supervisor, with a student teaching seminar.
Graded Credit/No Credit

EDAP 468 STUDENT TEACHING SEMINAR I (1)

Two hour seminar every other week
Prerequisite: Admission to the Accelerated Program
Corequisite: EDAP 467
Discussion and seminar with Field Placement Coordinator and University Field Placement Supervisors to confer about practical issues relevant to the student teaching experience and the preparation of a portfolio of teaching performance assessment tasks.
Graded Credit/No Credit

EDAP 469 STUDENT TEACHING II (3)

Twelve weeks of one half day in schools and 4 weeks of full-time student teaching
Prerequisite: Admission to the Accelerated Program, EDAP 467
Corequisite: EDAP 470
Participatory observation and teaching in a grade 4 - 6 classroom in a selected school under the supervision of a cooperating classroom teacher and university supervisor, with a student teaching seminar.
Graded Credit/No Credit

EDAP 470 STUDENT TEACHING SEMINAR II (1)

Two hour seminar every other week
Prerequisite: Admission to the Accelerated Program, EDAP 467
Corequisite: EDAP 469
This course facilitates the preparation, implementation and completion of the California Teacher Performance Assessment task. It is a required course in the Accelerated Program in Liberal Studies. It meets the standards set by the California Commission on Teacher Credentialing.
Graded Credit/No Credit

EDAP 471 STUDENT TEACHING III (5)

Eight weeks of one day a week in schools and 8 weeks of full time student teaching.
Prerequisite: Admission to the Accelerated Program, EDAP 469
Corequisite: EDAP 472
Participatory observation and teaching in K - 8 classrooms in selected schools under the supervision of a cooperating classroom teacher and university supervisor, with a student teaching seminar.
Graded Credit/No Credit

EDUCATION - CURRICULUM AND INSTRUCTION

EDCI 602 ISSUES IN SECONDARY EDUCATION (3)

Three hours seminar per week
Recent trends and issues in secondary schools including organization, purposes and functions, curriculum, and programs. Emphasizes school organization, the nature of the student population, standards, school curricula and programs, and issues of teacher and school change.

EDCI 610 RESEARCH ON TEACHING (3)

Three hours seminar per week
Prerequisite: EDUC 615
Concepts, methodologies, and findings of both historical and recent research on teaching. Questions that drive inquiry in the field, evolving research to answer these questions, and the knowledge derived from the study of teaching will be uncovered.

EDUCATION - MULTICULTURAL

EDMC 550 THEORY AND METHODS OF BILINGUAL EDUCATION (2)

Two hours lecture per week
Prerequisite: Admission to the Education Specialist: Mild/ Moderate Disabilities Credential Program or Holder of Valid Teaching Credential
This course increases the ability of participants to work and communicate cross-culturally and effectively with students and parents from diverse cultural and socio-economic backgrounds. to identify and apply basic cross-cultural, language and academic development competencies, to participate in culturally and linguistically effective programs, and to develop and use appropriate and responsive teaching strategies for multilingual/multicultural populations. This course addresses the needs of teachers faced with the growing diversity that exists in today's classrooms.

EDMC 560 APPLICATION OF MAINSTREAM AND ENGLISH LANGUAGE DEVELOPMENT (2)

Two hours lecture per week
Prerequisite: Admission to the Education Specialist: Mild/ Moderate Disabilities Credential Program or Holder of Valid Teaching Credential
Application of content and teaching methods for second language learners. Design of curricular and instructional programs for Language Minority/Limited English Proficient/English Language Development student, methods of language and content assessment, role and utilization of primary language, the use of SDAIE (Specially Designed Academic Instruction in English) in content instruction.

EDUCATION - MULTI-LINGUAL

EDML 461 THEORY, METHODS, AND APPLICATION IN BILINGUAL EDUCATION (3)

Three hours lecture per week
Prerequisite: Senior Standing
Focuses on young children's content learning using academic English, teaching methods, assessment, and programming regarding multilingual language acquisition and English language development in the classroom.

EDML 563 PRIMARY LANGUAGE PEDAGOGY AND LITERACY I (2)

Two hours lecture per week
Prerequisite: Admission to the Multiple Subject Credential with BCLAS Emphasis Program
Primary language schooling for K-3 students in the U.S., language of emphasis curricular materials, assessment, and teaching reading and writing in Spanish.

EDML 564 PRIMARY LANGUAGE PEDAGOGY AND LITERACY II (2)

Two hours lecture per week
Prerequisite: Admission to the Multiple Subjects Credential with BCLAD Emphasis Program
Primary language schooling in the US, Grades 3-6. Instruction in language of emphasis, primary language methods across the curriculum, review curricular materials, assessment, and teaching reading and writing in Spanish.

EDUCATION - MULTIPLE SUBJECT

EDMS 522 LITERACY 1: MULTICULTURAL/ MULTILINGUAL (4)

Three hours of lecture/discussion per week
Prerequisite: Admission to the Multiple Subject Program
Corequisite: A field placement, student teaching or consent of instructor
Topics include developmental theory and practice of the reading and writing process across the grade levels; study skills; foundations of reading and writing theory and practice for students who speak English as a first or second language; teaching reading and writing to native English speakers and English language learners in English-only, multilingual and bilingual contexts; literacy and language development needs of English learners and exceptional children; technology for teaching and learning is integrated.

EDMS 523 LITERACY 2: MULTICULTURAL/ MULTILINGUAL (3)

Three hours lecture per week
Prerequisite: EDMS 522
Corequisite: Field placement, student teaching
Differentiated literacy instruction and scaffolding for English learners, special education (including gifted) and English only students. Topics include reading and writing skills, literature-based instruction for native English speakers and English learners in English-only, Multilingual and Bilingual contexts. Appropriate technologies for teaching and learning are integrated.

EDMS 526 MODERN METHODS IN MATHEMATICS TEACHING (4)

Four hours lecture per week
Prerequisite: Admission to the Multiple Subject Credential Program
Corequisite: EDMS 562, EDMS 565 or EDMS 575 or Consent of Instructor
Applying techniques and materials to teaching mathematics in self-contained classrooms in K-6 school settings. Special attention is given to mathematical reasoning, problem solving skills, multiple representations and approaches including verbal, symbolic, graphic. Modern methods, including mathematical modeling, use of new technology and modern educational software will be stressed. Designing assessment tools and using assessment data to differentiate activities for English Language Learners and exceptional children are integrated.

EDMS 527 HISTORY, SOCIAL STUDIES AND INTEGRATED ARTS (4)

Four hours of lecture/discussion per week
Prerequisite: Admission to the Multiple Subject Credential Program
Corequisite: EDMS 562 (1-2 units) or EDMS 565
Focuses on curriculum for History, Social Sciences and Arts as delineated by the California Content Area Standards and the Curriculum Frameworks. Includes curriculum development, methods, techniques, planning and assessment in history, social studies and integrated arts. Needs of English Language Learners and exceptional children, technology for teaching and learning are integrated.

EDMS 529 SCIENCE, HEALTH AND PHYSICAL EDUCATION (4)

Four hours lecture/discussion per week
Prerequisite: Admission to the Multiple Subject Credential Program
Corequisite: EDMS 562 (1-2 units) or EDMS 575
Study of the application of recommended methods for teaching physical, life and earth science, health and physical education to students (K-8) based on research and theory. Students reflect upon their personal development and abilities to integrate theory and practice in science, health and physical education with other subject areas. Needs of English Language Learners and exceptional children, technology for teaching and learning are integrated.

EDMS 562 FIELD EXPERIENCE MULTIPLE SUBJECT (PART-TIME PROGRAM) (2)

One full school day per week in local public schools
Prerequisite: Admission to the Multiple Subject Credential Program
Corequisite: Any of the following two: EDMS 522, EDMS 523, EDMS 526, EDMS 527, or EDMS 529
Participatory observation in selected schools under the supervision of classroom teacher and university supervisor.
Graded Credit/No Credit

EDMS 565 **INITIAL STUDENT TEACHING MULTIPLE SUBJECT (7)**

Equivalent of eight weeks of full-time student teaching
Prerequisite: Admission to the Multiple Subject Credential Program
Corequisite: EDMS 566
Participatory observation and teaching in selected schools under the supervision of classroom teacher and university supervisor, with a student teaching seminar.
Graded Credit/No Credit

EDMS 566 **INITIAL STUDENT TEACHING SEMINAR MULTIPLE SUBJECT (1)**

Bi-weekly two hour discussion
Prerequisite: Admission to the Multiple Subject Credential Program
Corequisite: EDMS 565
Discussion and seminar with University Supervisor to discuss practical issues relevant to the student teaching experience.
Graded Credit/No Credit

EDMS 575 **ADVANCED STUDENT TEACHING MULTIPLE SUBJECT (7)**

Equivalent of eight weeks of full-time student teaching
Prerequisite: Admission to the Multiple Subject Credential Program
Corequisite: EDMS 576
Participatory observation and teaching in selected schools under the supervision of classroom teacher and university supervisor, with a student teaching seminar.
Graded Credit/No Credit

EDMS 576 **ADVANCED STUDENT TEACHING SEMINAR MULTIPLE SUBJECT (2)**

Two hours seminar per week
Prerequisite: Admission to the Multiple Subject Credential Program
Corequisite: EDMS 575
This course facilitates the preparation and discussion of practical issues relevant to the student teaching experience. It meets the standards set by the California Commission on Teacher Credentialing.
Graded Credit/No Credit

EDUCATION - PRINCIPALS LEADERSHIP

EDPL 610 **FOUNDATIONS OF CURRICULUM, INSTRUCTION, AND ASSESSMENT (3)**

Three hours lecture/discussion per week
Prerequisite: Admission to the Principals Leadership Program
Theories for design of curriculum, instruction and assessment in an inclusive school environment will be addressed. Topics include standards based curriculum, differentiated instruction, using assessment data to design on-going instruction at the classroom level, dynamics of the curriculum change process. Course results in the development of a deep and internalized understanding of effective teaching, learning and assessment for all students including English Language Learners and students with special needs.

EDPL 620 **INSTRUCTIONAL LEADERSHIP OF THE COLLABORATIVE INCLUSIVE SCHOOL (3)**

Three hours lecture/discussion per week
Prerequisite: Admission to the Principals Leadership Program
Leadership skills needed for implementation and evaluation of instructional programs that meet the needs of all learners. Focus on skills needed to involve teachers in reform and renewal of educational practice, shared instructional decision making and systematic improvement processes. Topics include skills needed for effective instructional supervision at the program and individual level, development of instructional staff, mentoring, coaching, direct instructional supervision integrated with the personnel decision making process involving hiring, renewal of contracts and granting of tenure.

EDPL 621 **LAW AND SCHOOL MANAGEMENT (3)**

Three hours lecture/discussion per week
Prerequisite: Admission to the Principals Leadership Program
Application of federal, state and local law to school government and management. Topics include legal principles of statutes and case law related to conduct of students, contracts, liabilities, torts, and individual rights; legal framework for the governance of public education; the role of the legislative process in the governance of schools; legal requirements of due process as it relates to students, parents, and school personnel; and special education law and procedures.

EDPL 622 **SCHOOL FINANCE AND PRINCIPLES OF APPLIED LEADERSHIP (3)**

Three hours lecture/discussion per week
Prerequisite: Admission to the Principals Leadership Program
Application of the principles of leadership and management as found in the research literature to school and finance and management issues. Topics include public school finance, effective management of fiscal resources and business services at the site, budget development and implementation at the site level to support instructional program priorities and needs of instructional staff in meeting the needs of all students. Communication, human relations, power and authority, decision-making, managing conflict, facilitating change in the context of student management, health, safety, security, school community relations, and school support services (food services, custodial services, facilities maintenance.)

EDPL 623 **UNDERSTANDING AND INFLUENCING ORGANIZATIONS IN DIVERSE COMMUNITIES (3)**

Three hours lecture/discussion per week
Prerequisite: Admission to the Principals Leadership Program
Organizational theory and leadership skills required to understand and implement change. Topics include organizational structures and the cultural context of schooling, moral and ethical leadership skills needed to guide, build consensus, resolve conflict, support risk-taking, and lead an entire school community in pursuit of a shared vision of educational excellence for all students.

EDPL 624 HUMAN RESOURCE MANAGEMENT IN EDUCATION SETTINGS (3)

Three hours lecture/discussion per week
Prerequisite: Admission to the Principals Leadership Program
Leadership knowledge and skills needed to manage a Human Resource Program including personnel administration, supervision, assignment monitoring, negotiation and administration of contracts, supervision of risk management programs and all legal aspects of Human Resources administration.

EDPL 625 BUILDING COLLABORATIVE, INCLUSIVE LEARNING COMMUNITIES (3)

Three hours lecture/discussion per week
Prerequisite: Admission to the Principals Leadership Program
Understanding and applying the skills needed to build an inclusive learning community. Topics include roles and relationships among students, staff, adults and families, professional development, shared decision making, teacher leadership, supporting special populations within the school, designing and implementing strategic plans focused on improved student achievement for all learners.

EDPL 631 PROFESSIONAL DEVELOPMENT/ FIELDWORK I (1-4)

Three three-hour seminars per semester.
Field studies hours: 20 hours of field experience per unit
Prerequisite: Admission to the Educational Leadership Program
Students, working collaboratively with the university instructor and supervising mentor, design and implement field work experiences that develop the skills to meet the CCTC standards for the Preliminary Administrative Services Credential. Students collect documentation of experiences to be placed in an assessment portfolio.
Graded Credit/No Credit

EDPL 632 PROFESSIONAL DEVELOPMENT/ FIELDWORK II (1-2)

Six Three-hour seminars per semester and 40 hours of field experience
Prerequisite: Admission to the Principals Leadership Program
Continuing assessment of candidate competence for meeting CCTC standards integration of fieldwork, and application of knowledge and skills of entry level administrative position in local school or program settings. May be repeated for a maximum of four units.
Graded Credit/No Credit

EDUCATION - SINGLE SUBJECT

EDSS 515 ADOLESCENT DEVELOPMENT FOR SECONDARY EDUCATORS (3)

Three hours lecture per week
Course Focuses on specific aspects of adolescent development that influence teacher-student interactions and relationships in secondary classrooms. Emphasizes the particular challenges and possibilities teachers encounter when working with adolescent students across differences in culture, ethnicity, gender, linguistic heritage, race, sexual orientation, and socioeconomic status.

EDSS 530 GENERAL SECONDARY SCHOOL METHODS (3)

Three hours lecture/discussion per week
Prerequisite: Admission to the Single Subject Credential Program
Corequisite: EDSS 570 (1-2 units) or EDSS 575
Students learn and apply teaching strategies, assessment practices, lesson planning, and universal instructional design as appropriate for secondary classrooms. Includes an emphasis on teaching in multicultural, multilingual and inclusive classrooms. Places special emphasis on middle school teaching and the middle school concept. Students will be placed in middle schools for the field placement/student teaching.

EDSS 531 TEACHING MATHEMATICS IN MIDDLE SCHOOLS (3)

Three hours lecture per week
Prerequisite: Admission to the Single Subject Credential Program
Corequisite: EDSS 570, EDSS 580, EDSS 575, or EDSS 585
A study of content, methodology, materials and current research in teaching middle school mathematics. Focuses on the state curricular mathematics frameworks appropriate for middle school classrooms. Emphasizes reflective practice based on California Teacher Performance Expectations and the use and alignment of curricula to the Academic Content Standards for California Public Schools. Includes an emphasis on teaching in multicultural, multilingual and inclusive classrooms.

EDSS 532 TEACHING SCIENCE IN MIDDLE SCHOOLS (3)

Three hours lecture/discussion per week
Prerequisite: Admission to the Single Subject Credential Program
Corequisite: EDSS 570, EDSS 580, EDSS 575 or EDSS 585
A study of content, methodology, materials and current research in middle school science teaching. Focuses on developing science process skills in middle school students. Emphasizes reflective practice based on California Teacher Performance Expectations and the use and alignment of curricula to the Academic Content Standards for California Public Schools. Includes an emphasis on teaching in multicultural, multilingual and inclusive classrooms.

EDSS 533 TEACHING ENGLISH IN MIDDLE SCHOOLS (3)

Three hours lecture/discussion per week
Prerequisite: Admission to the Single Subject Credential Program
Corequisite: EDSS 570 , EDSS 580, EDSS 575 or EDSS 585
A study of essential content and methods in teaching expository and creative writing and literature, primarily at the middle school level. Focuses on the strategies for building reading comprehension and for teaching textual interpretations, questioning strategies, and scaffolding techniques. Emphasizes reflective practice based on Teacher Performance Expectations and the use and alignment of curricula to the Academic Content Standards for California Public Schools. Emphasizes teaching in multicultural, multilingual and inclusive classrooms.

EDSS 534 TEACHING SOCIAL STUDIES IN MIDDLE SCHOOLS (3)

Three hours lecture per week
Prerequisite: Admission to the Social Studies Credential Program
Corequisite: EDSS 570, EDSS 575, EDSS 580, EDSS 585
Prepares single subject credential candidates to teach social studies content in middle school classrooms. Primary emphases include the state standards, instructional techniques, and curricular materials commonly used to promote academic achievement in California's multicultural social studies classrooms. Methods to reach and teach English language learners and students with special needs are also highlighted.

EDSS 540 LITERACY IN SECONDARY SCHOOLS (3)

Three hours lecture/discussion per week
Prerequisite: Admission to the Single Subject Credential Program
Corequisite: EDSS 570 (1-2 units) or EDSS 575
Secondary students will learn methods and techniques for reading, writing, language and literacy across the secondary curriculum including students with varied language backgrounds. Emphasis on how language and literacy issues and processes are crucial to successful student learning and successful teaching across contexts and content areas. This course addresses the special needs of proficient readers and adolescents who struggle as readers. Includes approaches and methods that are consistent with a comprehensive, systematic program, and are aligned with the state adopted academic content standards for students in English language arts and the reading/language arts framework. Includes an emphasis on teaching in multicultural, multilingual and inclusive classrooms.

EDSS 541 TEACHING MATHEMATICS IN HIGH SCHOOLS (4)

Three hours lecture per week
Prerequisite: Admission to the Single Subject Credential Program
Corequisite: EDSS 570, EDSS 575, EDSS 580 or EDSS 585
A study of content, methodology, materials and current research in teaching secondary mathematics courses including a focus on literacy. Focuses on the curricular framework of mathematics as appropriate for high school courses. Emphasizes reflective practice based on California Teacher Performance Expectations and the use and alignment of curricula to the Academic Content Standards for California Public Schools. Emphasizes teaching in multicultural, multilingual and inclusive classrooms.

EDSS 542 TEACHING SCIENCE IN HIGH SCHOOLS (4)

Three hours lecture per week
Prerequisite: Admission to the Single Subject Credential Program
Corequisite: EDSS 570, EDSS 575, EDSS 580 or EDSS 585
A study of the content, methodology, materials and current research in teaching high school science courses. Focuses on methods, curriculum design, literacy and technology use specific to teaching science courses in grades 9-12. Emphasizes reflective practice based on California Performance Expectations and the use and alignment of curricula to the Academic Content Standards for California Public Schools. Emphasizes teaching in multicultural, multilingual and inclusive classrooms.

EDSS 543 TEACHING ENGLISH IN HIGH SCHOOLS (4)

Four hours lecture per week
Prerequisite: Admission to the Single Subject Credential Program
Corequisite: EDSS 570, EDSS 580, EDSS 575 or EDSS 585
A study of the content and methods of teaching writing that are specific to language development, including a focus on literacy, grammar instruction, student errors, and writing challenges for English language learners; studies the teaching and integration of non-fiction, particularly at the high school level. Emphasizes reflective practice based on teacher performance expectations and the use and alignment of curricula to the academic content standards for California public schools. Emphasizes teaching in multicultural, multilingual and inclusive classrooms.

EDSS 544 TEACHING SOCIAL STUDIES IN HIGH SCHOOL (4)

Four hours lecture per week
Prerequisite: Admission to the Social Studies Credential Program
Corequisite: EDSS 570, EDSS 575, EDSS 580, or EDSS 585



EDSS 550 ACCESS TO LEARNING: ENGLISH LANGUAGE LEARNERS (2)

Two hours lecture/discussion per week
Prerequisite: Admission to the Single Subject Credential Program
Various curricula and instructional programs designed for English language learners, including placement, grouping, methods of language and content assessment, English language development and specially designed academic instruction in English. Examination and application of theoretical and methodological issues in designing instruction for ELLs in classroom settings through reflective and critical practice.

EDSS 560 ACCESS TO LEARNING: SPECIAL NEEDS LEARNERS (2)

Two hours lecture/discussion per week
Prerequisite: Admission to the Single Subject Credential Program
This course focuses on methods and techniques for identifying and teaching students with special needs, culturally diverse, and gifted and talented students, and the unique issues associated with integrating students with special needs in secondary settings.

EDSS 570 FIELD EXPERIENCE MIDDLE SCHOOL (PART-TIME PROGRAM) (1)

Four hours per week in a middle school setting
Prerequisite: Admission to the Single Subject Credential Program.
Corequisite: One of the following: EDSS 530, 531, 532, 533, or 540
Participatory observation in selected middle schools under the supervision of a classroom teacher and University supervisor. May be repeated for to a maximum of four units.
Graded Credit/No Credit

EDSS 571 STUDENT TEACHING SEMINAR-MIDDLE SCHOOL (2)

Two hours seminar per week
Prerequisite: Admission to the Single Subject Credential Program
Corequisite: EDSS 575; Concurrent enrollment in or completed one content methods course
Weekly meetings to discuss observations and teaching practice during the first student teaching experience. Teacher education performance assessments will be introduced.
Graded Credit/No Credit

EDSS 575 STUDENT TEACHING MIDDLE SCHOOL (6)

Equivalent of eight weeks of full-time student teaching
Prerequisite: Admission to the Single Subject Credential Program
Corequisite: EDSS 571
Participatory observation and teaching in selected middle level secondary schools under the supervision of a classroom teacher and University supervisor, with a student teaching seminar.
Graded Credit/No Credit

EDSS 580 FIELD EXPERIENCE HIGH SCHOOL (PART-TIME PROGRAM) (1)

Four hours per week in a high school setting
Prerequisite: Admission to the Single Subject Credential Program
Corequisite: EDSS 540, EDSS 541, EDSS 542, or EDSS 543
Participatory observation in selected high schools under the supervision of a classroom teacher and University supervisor. May be repeated to a maximum of three units.
Graded Credit/No Credit

EDSS 581 STUDENT TEACHING SEMINAR-HIGH SCHOOL (2)

Two hours seminar per week
Prerequisite: Admission to the Single Subject Credential Program. Successful completion of EDSS 575
Corequisite: EDSS 585 Concurrent enrollment in one or successfully completed two content methods courses.
Weekly meetings to discuss observations and teaching practice during the second student teaching experience. Teacher education performance assessments will be completed as an exit requirement of the program.
Discussion and seminar with University supervisor to discuss practical issues relevant to the student teaching experience.
Graded Credit/No Credit

EDSS 585 STUDENT TEACHING HIGH SCHOOL (6)

Equivalent of eight weeks of full-time student teaching
Prerequisite: Admission to the Single Subject Credential Program
Corequisite: EDSS 581
Participatory observation and teaching in selected high school level secondary schools under the supervision of classroom teacher and University supervisor, with a student teaching seminar.
Graded Credit/No Credit



EDUCATION

EDUC 101 INTRODUCTION TO ELEMENTARY SCHOOLING (3)

Two hours lecture and two hours activity per week
This service learning course provides structured observation and tutoring experiences which reflect a rich array of student diversity in local schools. Emphasis is placed on gaining awareness of connections between discipline knowledge and teaching and learning. This course will help students decide if a career in the elementary teaching profession is the right choice for them. Thirty hours of field experience in elementary schools is required.
GenEd: D

EDUC 320 EDUCATION IN MODERN SOCIETY (3)

Three hours lecture per week
Survey of educational institutions and practices used in different sectors of society. Includes historical and philosophical foundations of American education.
GenEd: D

EDUC 330 INTRODUCTION TO SECONDARY SCHOOLING (3)

Two hours lecture/discussion and two hours field observations per week
Corequisite: English majors must be concurrently enrolled in at least one upper division English class; other majors are recommended to be concurrently enrolled in a core course in their major
Through this course students are introduced to secondary school concepts and issues. Topics include middle school and high school organization and structures, the roles of school personnel, and teaching in specific content areas. Students will be placed in local middle and high schools classrooms in their content major and have seminars with university educators and content specialists to discuss subject matter coverage and teaching at various grade levels. It is recommended that students be concurrently enrolled in a core content course in their major. Field experience in secondary schools required.
GenEd: D, Interdisciplinary

EDUC 342 THE ZOO: CONSERVATION, EDUCATION AND RECREATION (3)

Three hours lecture per week
An interdisciplinary study of zoos and zoological gardens from scientific, managerial, business, recreational and educational perspectives. Analyzes how these perspectives are linked within zoo practices. The course will include an in-depth case study of a local zoo. Field trips to local zoos will be required.
Same as BIOL 342, BUS 342, ECON 342
GenEd: D, Interdisciplinary

EDUC 343 TEACHING DRAMA TO CHILDREN (3)

Three hours lecture per week
Students will participate in theatre games, improvisations, and other tasks that will prepare them to design and implement dramatic activities as a learning tool. Theatre in a broader context will also be examined.
Same as PATH 343
GenEd: C1, Interdisciplinary

EDUC 344 THE LIBRARY: COLLECTIONS, SERVICES & INSTRUCTION (3)

Three hours lecture per week
A study of university, school (K-12), public, and special libraries from business, economic, library science, and educational perspectives. Analyzes how these perspectives are linked within library practices. The course will include study of local libraries. The course will include field trips to local libraries.
Same as BUS 344, ECON 344, LIB 344
GenEd: D, Interdisciplinary

EDUC 345 MEDIA LITERACY AND YOUTH CULTURE (3)

Three hours lecture per week
This interdisciplinary course examines the relationship between mass communication, mass media, and youth culture. Topics include the theories and effects of mass communication, in particular the effects of mass media on children and adolescents. To develop media literacy, students will apply these concepts to their own experiences with popular media, including television, print, and film.
Same as COMM 345
GenEd: A1, D, Interdisciplinary

EDUC 346 SCHOOL COMMUNICATION (3)

Three hours lecture per week
Examines written, verbal and nonverbal communication in school settings between teachers and stakeholders. Emphasizes the importance of communication and successful personal interactions.
Same as COMM 346
GenEd: A1, Interdisciplinary

EDUC 347 THE UNIVERSITY (3)

Three hours lecture per week
A study of institutions of higher education from multiple perspectives including, but not limited to education, teaching and learning, scholarly and creative activities, community service, management, and public policy. The course will include case studies of colleges and universities in the region and may include field trips to these institutions
Same as BUS 347, ECON 347
GenEd: D, Interdisciplinary

EDUC 404 POLICY LEADERSHIP (3)

Three hours lecture per week
Prerequisite: POLS 150
Explores policy leadership across all levels of society and across educational and political domains. Exposes students to ideas about policy leadership, requiring students to learn about current leaders in the region, the U.S. and abroad as theories and concepts are applied to the real world of politics and policy.
Same as POLS 404

EDUC 431 EDUCATION POLICY AND POLITICS (3)

Three hours lecture per week
Prerequisite: POLS 150 for POLS students or Consent of Instructor
Examines the roles of political institutions in education policy making, the political factors that shape policy formulation and implementation, the values and assumptions of different types of policies, and the links between policy and local-level implementation. Analyzes current and pending policies' effect on schools and classrooms to illustrate how education policy reflects American politics.
Same as POLS 431
GenEd: D, Interdisciplinary

EDUC 434 THE MUSEUM: CULTURE, BUSINESS AND EDUCATION (3)

Three hours lecture per week
This course is an interdisciplinary, in-depth study of a museum from the perspective of art, business, and education. Analyzes how artistic values, business and management issues and educational projects are linked within museum practices. Each term this course is offered it will focus on a specific museum in the area.
Same as ART 434, BUS 434
GenEd: C1, D, Interdisciplinary

EDUC 445 CHICANO CHILD AND ADOLESCENT (4)

Three hours lecture and two hours service learning per week
Examines the socio-cultural experiences and historical political realities pertinent to the daily lives of Chicano, Mexican-origin, and/or Latino children and adolescents. Focus is on historical periods, events, and policies affecting youth populations, its demography, migration and immigration patterns. Consideration of contemporary issues and effective educational and cultural practices will be used as a resource for teacher knowledge and pertinent classroom projects. Field study requirement involves working in a child-centered setting or related service project.
Same as HIST 445
GenEd: C3B, D, Interdisciplinary

EDUC 490 SPECIAL TOPICS IN EDUCATION (1-3)

Variable hours per week
Prerequisite: Consent of Instructor
In-depth analysis of current topics in Education. Topics vary each semester. Repeatable by topic.
Student Option: Graded or CR/NC

EDUC 493 SERVICE LEARNING AT THE ZOO (1-3)

One to three hours activity per week
Prerequisite: BIOL/BUS/ECON/EDUC 342 and Consent of Instructor
Working with a local zoo, individuals or teams of students will engage in service learning projects. Students will apply skills and competencies acquired in their academic programs to issues and challenges facing modern zoos.
Student Option: Graded or CR/NC
Same as UNIV 493, BIOL 493, BUS 493, ECON 493

EDUC 494 INDEPENDENT RESEARCH (1-3)

Variable hours per week
Students design and implement a study project in conjunction with a faculty member. Repeatable.
Student Option: Graded or CR/NC

EDUC 497 DIRECTED STUDIES (1-3)

Variable hours per week
Provides student credit for curricular activities under the direction of an Education faculty member. Repeatable.
Student Option: Graded or CR/NC

EDUC 510 LEARNING THEORY AND DEVELOPMENT APPLIED IN MULTICULTURAL CONTEXTS (3)

Three hours lecture/discussion per week and participation/observation in the public schools
Introduction to psychology of learning and instruction. Major concepts, principles, theories and research related to child and adolescent development; human learning; the cognitive, linguistic, social, emotional and physical development. Students begin to use this knowledge to create learning opportunities that support student development, motivation and learning in a social, cultural, and historical context. Includes learning theories and their application to educational practice in multicultural and multilingual classroom settings.

EDUC 512 EQUITY, DIVERSITY AND FOUNDATIONS OF SCHOOLING (3)

Three hours lecture/discussion per week
Principles of effectively teaching students from diverse language, historical, and cultural backgrounds. Includes skills and abilities and community values. Focus on the major cultural and ethnic groups. Attention to ways of recognizing and minimizing bias in the classroom and ways to create equitable classroom community that emphasize the physical, social, emotional and intellectual safety of all students. Includes study of gender bias, diverse students, families, schools and communities and the student's self-examination of his/her stated and implied beliefs, attitudes and expectations related to these areas of diversity and implications for daily classroom practice.
GenEd: C3B

EDUC 520 OBSERVING AND GUIDING BEHAVIOR IN MULTILINGUAL/ MULTICULTURAL AND INCLUSIVE CLASSROOMS (3)

Three hours lecture/discussion per a week
Corequisite: EDUC 521
Through this course students observe children's behavior in multilingual/ multicultural and inclusive classrooms, learn and apply assessment principles and tools, learn how to guide children's social behavior, and communicate with families. Students learn how to organize and write lesson plans for instruction.

EDUC 521 FIELD EXPERIENCE (1)

Three hours per week in local public schools.
Corequisite: EDUC 520
Participatory observation in selected schools under the supervision of classroom teacher and university supervisor. Fingerprint clearance is required.
Graded Credit/No Credit

EDUC 561 TEACHING WITH TECHNOLOGY (3)

Three hours lecture per week
Prepares students to use technology in educational settings and to develop skills for a variety of technology applications.

EDUC 605 EDUCATION IN A DIVERSE SOCIETY (3)

Three hours lecture/discussion per week
Prerequisite: Completion of Baccalaureate Degree
This course focuses on effective leadership in working with diverse communities of teachers, students, and families and strategies for effectively involving families of diverse cultures in support of their child's educational achievement. Issues of gender, ethnicity, race, language, culture and disability are addressed in the context of promoting equity and excellence in learning opportunities and social interaction.

EDUC 615 PRINCIPLES OF EDUCATIONAL RESEARCH (3)

Three hours lecture/discussion per week
Prerequisite: Completion of Baccalaureate Degree
This course provides foundational knowledge about the principles of educational research in order to prepare students to conduct independent, disciplined inquiry and applied research in education.

EDUC 616 MASTERS RESEARCH THESIS/PROJECT (1)

Variable hours per week
Prerequisite: Admission to Masters of Education Program
Independent research on topic of choice with advisor approval. Repeatable.

EDUC 617 ACTION RESEARCH (3)

Three hours lecture per week
Prerequisite: EDUC 615
Introduces Action Research using various qualitative and quantitative methods that can be employed to answer research questions. Students will design an action research project that includes a literature review, research questions, methodology and pilot study that can be conducted at a school or community site.

EDUC 618 COMPREHENSIVE EXAMINATION PREPARATION (1)

One hour seminar per week
Corequisite: Admission to Masters of Arts in Education
Seminar to prepare students for comprehensive examination in the Masters of Arts program in Education.

EDUC 661 ADVANCED TEACHING WITH TECHNOLOGY (3)

Three hours lecture per week
Focuses on ways teachers use technology to teach K-12 students.

ENGLISH

ENGL 102 STRETCH COMPOSITION I (3)

Three hours lecture per week
Focuses not on finished products but rather on helping students develop strategies for using writing to construct meaning, which in turn assists in generating thought-provoking discourse for the intended reader. Upon completing this course, students will have learned that all writing involves a recursive process of thinking and writing strategies often referred to as peer review, invention, prewriting, drafting, revising, and editing. This is the first in a two-course sequence of ENGL 102 and ENGL 103.

ENGL 103 STRETCH COMPOSITION II (3)

Three hours lecture per week
Prerequisite: ENGL 102
Focuses not on finished products but rather on helping students to develop strategies for using writing to construct meaning, which in turn assists in generating thought-provoking discourse for the intended reader. Students/Writers will become well-versed in a variety of approaches to constructing the types of genres required in their college courses and in the workplace. Completion of ENGL 103 fulfills the general education requirement for undergraduate writing and prepares students for success in their courses across the curriculum.
GenEd: A2

ENGL 105 COMPOSITION AND RHETORIC I (3)

Three hours lecture per week
Instruction and practice in writing university-level expository and persuasive prose. The subject matter of the course will be thematic and variable. The focus of the course is the development of proficiency in conceptualizing, analyzing and writing academic papers. Substantial writing is required. This course may be linked with another lower division course, in which case the student will enroll in both courses.
GenEd: A2

ENGL 106 COMPOSITION AND RHETORIC II–SERVICE LEARNING (3)

Two hours lecture and two hour activity per week
This course is designed to help students develop sophisticated, situation-sensitive reading and writing strategies. Students make arguments in formal and informal settings. Special attention is given to evidence discovery, claim support, argument response, and their applications to academic debate, public decision making, and written argument. Requires significant elements of service learning, including producing written work for not-for-profit organizations. A substantial amount of writing is required.
GenEd: A1, A2

ENGL 107 ADVANCED COMPOSITION AND RHETORIC (3)

Three hours lecture per week
Prerequisite: A grade of C or better in ENGL 103 or ENGL 105 or ENGL 106
An intensive, one-semester writing course that emphasizes research as a heuristic for learning, writing as an intellectual dialogue with the authorities represented in the evidence found, and which engages students in judging the merit and appropriateness of discovered evidence. A substantial amount of writing is required.
GenEd: A1, A2

ENGL 110 THEMES IN MULTICULTURAL LITERATURE FOR NON-MAJORS (3)

Three hours lecture per week
Exploration of broad themes in literature across multiple genres and cultures, American and international. Repeatable by topic.
GenEd: C2, C3B

ENGL 120 AMERICAN LITERATURE I (3)

Three hours lecture/discussion per week
Prerequisite: ENGL 103 or 105 or equivalent
Study of major works of American Literature from colonial times through 1850, with special attention to literary movements. Major writers will be addressed, as well as lesser-known writers from various cultural and regional backgrounds.
GenEd: C2

ENGL 150 BRITISH AND EUROPEAN LITERATURE I (3)

Three hours lecture/discussion per week
Prerequisite: 103 or 105 or equivalent
Survey of major authors in British and European literature from Beowulf to approximately 1650, with special emphasis on the intellectual backgrounds of the Medieval and Renaissance periods.
GenEd: C2

ENGL 210 THEMES IN WORLD LITERATURE (3)

Three hours lecture per week
A survey of world literature, focusing largely on texts by non-western authors, organized around one or more themes. Texts studied are primarily written by authors from the following areas: Asia, India and Pakistan, the Middle East, Africa, and Latin America.
GenEd: C2

ENGL 212 INTRODUCTION TO CHILDREN'S LITERATURE (3)

Three hours lecture/discussion per week
Prerequisite: ENGL 103 or 105 or equivalent
An inquiry into children's literature. Students analyze works representative of several cultures and genres, including fiction, poetry, picture books, non-fiction, and traditional literature. Focus will be on critical reading of materials appropriate for grades K-6 as well as analysis of literary elements and structural features. The course will foster appreciation for and understanding of the author's craft through analytical papers, investigatory projects, and creative responses to children's literature. Formerly ENGL 312, changed in Fall 2007.

ENGL 220 AMERICAN LITERATURE II (3)

Three hours lecture/discussion per week
Prerequisite: ENGL 120 or equivalent or consent of instructor
Study of major works of American literature from 1850 to the present, with special attention to literary movements. Major writers will be addressed, as well as lesser known writers from various cultural and regional backgrounds.
GenEd: C2

ENGL 230 THE ART OF CREATING JOURNALISM (3)

Three hours lecture per week
Prerequisite: ENGL 103 or ENGL 105
This course will integrate concepts from English/journalism, Education and Art. It is designed for students interested in producing print and photo journalism for local community publications. Topics will include journalistic writing styles and techniques, research strategies, interviewing methods, appropriate layout and design techniques. Projects will culminate in a product suitable for publication. No credit given toward the Art major.
Same as ART 230, LS 230
GenEd: A2

ENGL 250 BRITISH AND EUROPEAN LITERATURE II (3)

Three hours lecture/discussion per week
Prerequisite: ENGL 150 or equivalent or consent of instructor
Study of major works of British and European literature from approximately 1650 to the present, with special attention to various literary movements.
GenEd: C2

ENGL 260 PERSPECTIVES IN CREATIVE WRITING (3)

Three hours lecture/discussion per week
An introduction to creative writing. Writing intensive with peer discussion and editing as well as reading and discussing what authors have written about the writing process. Formerly ENGL 460, in May 2006, formerly ENGL 360, changed Dec 2007.

ENGL 310 RESEARCH METHODS (3)

Three hours lecture/discussion per week
Prerequisite: ENGL 103 or ENGL 105 or equivalent
Comprehensive investigation of research modalities, including the various forms of electronic research. Writing intensive.

ENGL 311 BILINGUAL LITERARY STUDIES/ESTUDIOS LITERARIOS BILINGUES (3)

Three hours lecture per week
Prerequisite: ENGL 103 or ENGL 105 and SPAN 202 or SPAN 212 or Consent of Instructor
This course explores the literatures of the Americas written in two languages: English and Spanish. Course texts will include works written by bilingual U.S. authors and Latin American authors writing primarily in Spanish; genres may include novels, with a special focus on Magical Realism/el realismo magico, short stories/cuentos, and poetry. Readings will be in the original language; class discussions will be bilingual.
Same as SPAN 311

ENGL 315 INTRODUCTION TO LANGUAGE, STRUCTURE AND LINGUISTICS (3)

Three hours lecture/discussion per week
Prerequisite: ENGL 103 or 105 or equivalent
An examination of the basic components of human language, including phonology, morphology, syntax and semantics, and the differences/similarities among languages. Students will identify examples of speech parts and their functions, morphologies, and syntax.

ENGL 322 SOCIOLOGY OF POPULAR CULTURE (3)

Three hours lecture per week
Prerequisite: SOC 100
Examines popular culture from a sociological and a comparative perspective. Emphasizes the impact of mass media on individual behavior, marketing and consumption of amusements and entertainments in the domestic and global marketplace.
Same as SOC 322, COMM 322

ENGL 325 MAJOR NON-WESTERN AUTHORS (3)

Three hours lecture per week
Prerequisite: ENGL 103 or ENGL 105 and either ENGL 220 or ENGL 250 (or the equivalent.
A concentrated study of selected non-Western authors. Authors selected change from term to term; therefore, students may take the course for credit more than once. Repeatable by topic.

ENGL 326 MAJOR BRITISH AND EUROPEAN AUTHORS (3)

Three hours lecture/discussion per week
Prerequisite: ENGL 250 or equivalent
Concentrated study of selected British and/or European authors. Authors selected change from term to term; therefore, students may take the course for credit more than once. Repeatable by topic.

ENGL 327 MAJOR AMERICAN AUTHORS (3)

Three hours lecture/discussion per week
Prerequisite: ENGL 220 or equivalent
Concentrated study of selected American authors. Authors selected change from term to term; therefore, students may take the course for credit more than once. Repeatable by topic.

ENGL 328 MYTHOLOGY (3)

Three hours lecture/discussion per week
Prerequisite: ENGL 103 or 105 or equivalent and one literature course
Study of mythology and the influence it has had on literature, art, music, and the development of cultures. Course topics may include Classical Mythology, Eastern Mythology, Mythology of the Americas, Egyptian Mythology, and others. Repeatable by topic.

ENGL 329 SEMINAR IN TUTORING WRITING (3)

Three hours seminar per week
Prerequisite: Completion of ENGL 105 (or equivalent) and Sophomore Standing
Introduces the theories that inform university writing centers and their practices.
Graded Credit/No Credit

ENGL 330 INTERDISCIPLINARY WRITING (3)

Three hours lecture/discussion per week
Individual and collaborative writing that integrates research from a variety of disciplines. Students will work on projects that incorporate various forms of research, including electronic, and which result in both oral presentations and academic papers. Each section will be based on a theme appropriate for interdisciplinary research and writing.
GenEd: A2, Interdisciplinary

ENGL 331 NARRATIVES OF THE WORKING CLASS (3)

Three hours lecture per week
Examines the lives of working people using various thematic approaches and disciplinary methodologies. Materials include literature, film, and case studies.
Same as ECON 331, SOC 331, HIST 331, POLS 331
GenEd: C2, D, Interdisciplinary

ENGL 332 TEACHING DRAMATIC LITERATURE (3)

Three hours lecture per week
Prerequisite: ENGL 102 or ENGL 105 or equivalent plus one upper division literature course
This course will explore methods and approaches to teaching dramatic literature in secondary schools and colleges. The focus will be on elements of textual exploration and using heuristics from theatre to teach dramatic literature, including but not exclusively Shakespeare's plays.
Same as PATH 332
GenEd: C2, Interdisciplinary

ENGL 333 MULTICULTURAL DRAMA IN PERFORMANCE/ PRODUCTION (3)

Three hours lecture/discussion per week
America is a country of many cultures, and each of these has brought legacies of its roots to the American stage. In this course we will read plays written by Native Americans, Hispanic Americans, Asian Americans, African Americans and others. We will also stage mini-productions of one or more of those plays.
Same as PATH 333
GenEd: C2, C3B, Interdisciplinary

ENGL 334 NARRATIVES OF SOUTHERN CALIFORNIA (3)

Three hours lecture/discussion per week
Ours is a region made up of many cultures which produce the one we call Southern California. In this class we will take a historical approach to study of the narratives - oral, written and filmed - of Southern California. Course work may also include obtaining oral histories and compiling them.
Same as HIST 334
GenEd: C2, D, Interdisciplinary

ENGL 335 AMERICAN ETHNIC IMAGES IN NOVELS, FILM AND ART (3)

Three hours lecture/discussion per week
Examines the portrayal of ethnic groups from an interdisciplinary perspective that includes, but is not limited to, the literary, historical, and anthropological modes of analysis. The course highlights the ways in which artistic works have shaped the intellectual landscape of the United States as they relate to ethnic peoples.
Same as ART 335, HIST 335
GenEd: C2, C3B, Interdisciplinary

ENGL 336 MULTICULTURAL LITERATURE AND COMMUNICATION (3)

Three hours lecture per week
Examines issues of cross-cultural communication in interpersonal and intergroup settings. Works of literature which take cross-cultural communication as a theme will be examined.
Same as COMM 336
GenEd: A1, C2, Interdisciplinary

ENGL 337 LITERATURE OF THE ENVIRONMENT (3)

Three hours lecture/discussion per week
Involves the student in many forms of dialogue on issues pertinent to humanity's relationship with Earth. By reading works by writers from diverse fields and by writing in response, the student will gain a better understanding of our planet and its needs. Emphasis will be placed on writing in modes appropriate to the interdisciplinary field of Environmental Science and Resource Management.
GenEd: C2, D, Interdisciplinary

ENGL 338 SCIENCE AND CONSCIENCE (3)

Three hours lecture/discussion per week
This course is a team-taught, interdisciplinary course that examines various ethical issues within the sciences using case studies. The scientific, historical and social aspects of each case study will be examined from different perspectives. Students will learn scientific concepts which will facilitate an informed understanding of the ethical issues involved.
Same as PHYS 338
GenEd: B1, C2, Interdisciplinary

ENGL 339 PSYCHOLOGY AND LITERATURE (3)

Three hours lecture per week
This course looks at the ways in which human psychology manifests in literature and the ways literature instructs us about human psychology. Through reading, writing about, and discussing texts with particularly rich psychological content, issues related to mental health and the human condition will be explored. The course will also cover some theoretical and technical aspects of psychology relevant to the readings.
Same as PSY 339
GenEd: C2, D, Interdisciplinary

ENGL 340 BUSINESS AND ECONOMICS IN AMERICAN LITERATURE (3)

Three hours lecture/discussion per week
Explores the ways in which business and economics have been represented in American literature. Employs critical methodologies from the fields of Business, Economics, and Literary studies.
Same as ECON 340, BUS 340
GenEd: C2, D, Interdisciplinary

ENGL 349 PERSPECTIVES ON MULTICULTURAL LITERATURE (3)

Three hours lecture/discussion per week
An introduction to the diversity of American literatures, their unique literary traditions and forms, and what they hold in common. An emphasis on becoming cross-cultural readers and writers aware of how culture influences literature.
Formerly ENGL 449, changed Fall 2006.
GenEd: C2, C3B, Interdisciplinary

ENGL 350 NATIVE AMERICAN LITERATURE (3)

Three hours lecture/discussion per week
Study of the novels and poetry written by Native American authors. In order to understand the development of the literature, we will also read essays relevant to the events, issues and concerns attending the historical interactions between Native Americans and Euro-Americans in North America. Formerly ENGL 450, changed Fall 2006.
GenEd: C2, C3B

ENGL 351 AFRICAN/AFRICAN AMERICAN LITERATURE (3)

Three hours lecture/discussion per week
Study of the novels and poetry written by African American authors. In order to understand the development of the literature, we will also read essays relevant to the events, issues and concerns attending the historical interactions between African Americans and other peoples in North America. Authors writing in African countries may also be included in order to gain a more global perspective on the literature. Formerly ENGL 451, changed Fall 2006.
GenEd: C2, C3B

ENGL 352 ASIAN/ASIAN AMERICAN LITERATURE (3)

Three hours lecture/discussion per week
Study of the novels and poetry written by Asian American authors. In order to understand the development of the literature, we will also read essays relevant to the events, issues and concerns attending the historical interactions between Asian Americans and other peoples in North America. Authors writing in Asian countries may also be included in order to gain a more global perspective on the literature. Formerly ENGL 452, changed Fall 2006.
GenEd: C2, C3B

ENGL 353 CHICANA/O HISPANIC/ HISPANIC AMERICAN LITERATURE (3)

Three hours lecture/discussion per week
Study of the novels and poetry written by Hispanic American authors. In order to understand the development of the literature, we will also read essays relevant to the events, issues and concerns attending the historical interactions between Hispanic/ Chicana(o)/Latina(o) Americans and other peoples in North America. Authors writing in Spain, Mexico, Central America or South American countries may also be included to gain a more global perspective on the literature. Formerly ENGL 453, changed Fall 2006.
GenEd: C2, C3B

ENGL 378 CONTEMPORARY NATIVE AMERICAN AUTHORS: TELECOURSE (3)

One hour lecture and four hours activity per week
An introduction to the fiction and poetry produced by contemporary Native Americans. Authors of the works studied join the discussion of their work and concepts important to their work. Modes of discourse and the impact of Native American cultures, concerns and philosophy on the fiction and poetry of these authors are the primary foci of the course. Students will meet with the course instructor three times during the semester; otherwise, students will view the telecourse tapes, read the assigned books, read the essays in the workbook, and do the assigned activities explained in the workbook on their own.

ENGL 400 CONTEMPORARY LITERATURE (3)

Three hours lecture/discussion per week
Prerequisite: ENGL 103 or ENGL 105 or equivalent and one upper division literature course
Survey of world trends in literature, possibly including fiction, non-fiction, poetry and/or drama. Specific topics vary from term to term. Repeatable by topic.

ENGL 410 SHAKESPEARE'S PLAYS (3)

Three hours lecture per week
Prerequisite: ENGL 103 or ENGL 105 or equivalent and one upper division literature course
Study of the many aspects of Shakespeare's plays as literature–language, context, form and style–as well as the ways in which these elements work as parts of a whole, which includes spoken speech and other sounds as well as physical form and movement.
Same as PATH 410

ENGL 412 DRAMA OF ANCIENT GREECE (3)

Three hours lecture/discussion per week
Prerequisite: ENGL 103 or ENGL 105 or equivalent and one upper division literature course
A survey of ancient Greek drama and the culture/society that produced it. The course will examine a representative sample of the major plays. Among the topics considered will be: the tragic and comic festivals, tragedy's relationship with Athenian democracy, the nature of Greek theaters and ancient theatrical production

techniques, religion and drama, women and tragedy, tragic and comic heroism, myth and tragedy, and the legacy of Greek tragedy in the modern world.
Same as PATH 412

ENGL 420 LITERARY THEORY (3)
Three hours lecture/discussion per week
Prerequisite: ENGL 103 or ENGL 105 or equivalent and one upper division literature course
Survey of literary theory and critical study which investigates various approaches, perspectives, and modes of inquiry. Literary criticism extends beyond literature to intersect with anthropology, philosophy, psychology, linguistics, political science, and other disciplines, critical analysis by literary scholars encompasses all forms of cultural production, literary and non-literary.

ENGL 430 TRADITION AND TRANSFORMATION: LITERATURE, HISTORY, AND CULTURAL CHANGE (3)
Three hours lecture per week
Prerequisite: ENGL 103 or ENGL 105 or HIST 280 or Consent of Instructor
Bringing literature and history together, this course exposes students to a diverse range of work in art, literature, films, and history. It cultivates the students' intellectual understanding of the topic from both a cross-disciplinary and a cross-cultural perspective. It emphasizes reading, writing, analytical skills, and communication skills. Topics and themes may vary under the same title. Repeatable up to 9 units.
Same as HIST 430
GenEd: C3B, D, Interdisciplinary

ENGL 431 EUROPEAN RENAISSANCE LITERATURE AND ART (3)
Three hours lecture/discussion per week
Prerequisite: ENGL 103 or ENGL 105 or equivalent
Examination of the literature and art of the Renaissance of the 15th and 16th centuries in Europe and England, focusing on the re-birth of the human spirit and the legacies of the Renaissance artists and writers.
Same as ART 431
GenEd: C1, C2, Interdisciplinary

ENGL 432 ARTS OF THE HARLEM RENAISSANCE (3)
Three hours lecture per week
Prerequisite: Upper division standing
Study focusing on the dramatic upsurge of creativity in art, music and literature resulting from social and political undercurrents in the African American cultural revolution in New York during the 1920s. Historical geneses and subsequent artistic legacies will also be explored.
Same as ART 432, PAMU 432
GenEd: C1, C2, Interdisciplinary

ENGL 433 GAY/LESBIAN/BISEXUAL/ TRANSGENDER STUDIES (3)
Three hours lecture per week
Prerequisite: ENGL 103 or ENGL 105 or equivalent
Introduction to the field of gay/lesbian/bisexual/transgender studies through the reading of literature and theory.
Same as GEND 433
GenEd: C2, D, Interdisciplinary

ENGL 444 ORIGINAL PRACTICE IN RENAISSANCE DRAMA (3)
Three hours lecture per week
In this class, students will learn about the theaters of the Renaissance, the playwrights whose plays were performed in them, and explore the differences that occur when the plays are performed in a venue resembling those of the original Rose, Blackfriars and Globe theaters.
Same as PATH 444
GenEd: C2, Interdisciplinary

ENGL 454 MULTICULTURAL LITERATURE PROJECT/SEMINAR (3)
Three hours lecture/discussion per week
Prerequisite: Consent of Instructor and completion of ENGL 449 and 9 units drawn from ENGL 450, ENGL 451, ENGL 452, ENGL 453
As the culmination of the Multicultural Literature Emphasis, the purpose of this independent study course is to produce a significant work in the genre of the student's choice, chosen in consultation with his or her instructor.

ENGL 456 WOMEN'S FICTION (3)
Three hours lecture/discussion per week
Prerequisite: ENGL 220 or ENGL 250
This course examines the development of contemporary fiction by women and its relationship to men's fiction by men. It compares style and theme across social class and ethnicities, analyzing the historical context of each novel or short story. The course will raise critical questions about a female literary tradition.

ENGL 461 FICTION WRITING (3)
Three hours lecture/discussion per week
Prerequisite: ENGL 260 or Consent of Instructor
The writing of fiction is the focus of this class. The seminar format allows students the opportunity to talk about their writing and to receive critiques from their peers as well as the instructor.

ENGL 462 POETRY WRITING (3)
Three hours lecture/discussion per week
Prerequisite: ENGL 260 or Consent of Instructor
The writing of poetry is the focus of this class. The seminar format allows students the opportunity to talk about their poetry and to receive critiques from their peers as well as the instructor.

ENGL 463 WRITING FOR THE STAGE AND SCREEN (3)
Three hours lecture/discussion per week
Prerequisite: Consent of Instructor
The writing of stage plays and/or screenplays is the focus of this class. The seminar format allows students the opportunity to talk about their writing and to receive critiques from their peers as well as the instructor.

ENGL 464 CREATIVE NON-FICTION (3)
Three hours lecture/discussion per week
Prerequisite: ENGL 260 or Consent of Instructor
The writing of creative non-fiction is the focus of this class. The seminar format allows students the opportunity to talk about their writing and to receive critiques from their peers as well as the instructor.

ENGL 465 CREATIVE WRITING PROJECT (3)
Six hours activity per week
Prerequisite: Consent of Instructor and completion of ENGL 260 and 9 units from ENGL 461, ENGL 462, ENGL 463, or ENGL 464
Gives students an opportunity apply their expertise by helping to edit and oversee the production of the CSUCI annual literary journal, thus gaining practical experience of a literary profession.

ENGL 474 APPROACHES TO ENGLISH GRAMMAR (3)
Three hours lecture per week
Prerequisite: ENGL 315
This course uses various approaches to analyze the form, function, and meaning of English grammar, including alternative ways to understand grammar in the context of real language tasks. Particular attention is paid to cultural and social assumptions about grammar and how they have shaped our attitudes toward language use.

ENGL 475 LANGUAGE IN SOCIAL CONTEXT (3)
Three hours lecture/discussion per week
Prerequisite: ENGL 103 or ENGL 105 or equivalent or Consent of Instructor
Focus is on the nature of literacy, with emphasis on literacy development for English Only (EO) and English Language Learners (ELLs), investigation and knowledge of the development and acquisition of English literacy, and understanding the role of concepts and contexts in word meanings, vocabulary development, and multiple meanings. Also stressed will be differences between English and other languages that impact the acquisition of English literacy by ELLs, the role of primary language literacy in the development of English language among ELLs, and the impact of disabilities on oral and written English language development.

ENGL 477 ADOLESCENT LITERATURE (3)
Three hours lecture/discussion per week
Prerequisite: ENGL 103 or 105 and one upper-division literature course
A survey of young adult literature in which students analyze young adult literature taught at the secondary level (grades 6-12). Works studied are selected for their diversity of subject matter, genre, cultural focus, and grade level. Students will engage in literary discussions of the works, analyze them in relation to the genre, and consider implications for adolescents in school and the larger society.

ENGL 478 WRITING AS REFLECTIVE PRACTICE (3)
Three hours lecture per week
Prerequisite: ENGL 103 or ENGL 105 and ENGL 330 or Consent of Instructor
This course will develop awareness of the thinking and learning processes that occur during writing. The focus will be on identifying, planning, and monitoring the thinking processes that develop while writing. This knowledge of process will be used to select and develop strategies that will improve the writing product. Writing will be extensive and will include expository, creative, and reflective genres.

ENGL 482 TECHNICAL WRITING (3)
Three hours lecture/discussion per week
Prerequisite: ENGL 330
This course is an overview of the field of technical writing. Research, interviewing, and the various forms of technical writing are addressed. Students will produce work in a variety of forms of technical writing.

ENGL 483 TECHNICAL VISUAL COMMUNICATION (3)
Three hours lecture/discussion per week
Prerequisite: For Technical Writing Certificate students only, ENGL 482
The focus of this course is two-fold. First, the student will research and write a presentation on a topic of his or her choice, suitable for a specific application (conference, meeting, etc.) and receive critiques from his or her peers and the professor. Second, the student will use that paper to form the basis of a visual presentation using up-to-date technology of various forms.

ENGL 484 TECHNICAL WRITING FOR THE SCIENCES (3)
Three hours lecture/discussion per week
Prerequisite: For Technical Writing Certificate students only, ENGL 482
Writing for the Sciences requires a specialized understanding of the process of writing as well as the content of the final essay or article. Students will learn to do research in specialized fields and to write for a variety of scientific journals and other publications.

ENGL 485 TECHNICAL WRITING PROJECT/SEMINAR (3)
Three hours activity per week
Prerequisite: ENGL 310, ENGL 330, ENGL 482, ENGL 483, and ENGL 484, and a passing evaluation on the portfolio of work from the prerequisite courses
As the culmination of the Technical Writing certificate program, this course may be an internship, independent study, seminar or a project course. Projects will be devised in consultation with an advisor.

ENGL 494 INDEPENDENT STUDY/ SENIOR RESEARCH (3)
Three hours activity per week
Prerequisite: Senior standing and Consent of Instructor
Students may do an independent study to further coursework begun in other courses, obtain an internship which utilizes knowledge gained thus far, or do research in preparation for the senior project.

ENGL 499 CAPSTONE PROJECT/ SENIOR SEMINAR (3)
Three hours lecture/discussion per week
Prerequisite: Senior standing, a passing evaluation of the cumulative portfolio, and Consent of Instructor
This course maybe an interdisciplinary experience in which students work may teams, contributing their expertise to a community-based group project.

ENGL 601 CRITICAL THEORY SEMINAR (4)
Four hours seminar per week
Prerequisite: Admission to MA in English or Consent of Instructor
Investigation of the development and current state of various schools of theory. Application theories to literary, scholarly, student and institutional texts.

ENGL 602 LANGUAGE STRUCTURE (4)
Four hours seminar per week
Prerequisite: Admission to MA in English or Consent of Instructor
Studies the structure of English from a linguistic perspective, with application to stylistics and literary form.

ENGL 603 SEMINAR IN CONTEMPORARY WORLD LITERATURE (4)

Four hours seminar per week
Prerequisite: Admission to MA in English Program
Seminar in representative works by selected contemporary authors from around the world. Using selected novels, short stories, and poems published over the past fifty years, students will examine the interplay of literature, politics, and cultures. Extensive writing is required.

ENGL 620 HISTORY OF LITERARY MOVEMENTS (4)

Four hours seminar per week
Prerequisite: Admission to the MA in English Program or Consent of Instructor
Study of major literary movements in relation to their social, historical, and philosophical contexts

ENGL 640 SEMINAR IN COMPOSITION AND PEDAGOGY (4)

Four hours lecture per week
Prerequisite: Admission to the MA in English Program
An introduction to the many theories of composition and their various applications within the classroom.

ENGL 646 TEACHING PRACTICUM (1-4)

Two to Eight hours activity per week
Prerequisite: ENGL 540
Corequisite: Admission to MA in English Program
Practice in teaching composition under the supervision of mentors; students will assist in composition classes, observe their mentors, discuss class planning, and finally teach several class periods in succession. Students will also be involved in assessment/team grading, course design, textbook selection, and peer evaluation.
Graded Credit/No Credit

ENGL 647 SEMINAR IN ASSESSMENT METHODS (4)

Two hours seminar per week
Two hours activity per week
Prerequisite: ENGL 640 and Admission to the MA in English Program
Investigation of various forms of assessment, including primary trait and holistic scoring, surveys, self-assessment, student-generated criteria, and portfolios, and practice in developing appropriate methods for classrooms and programs. Students will participate in the composition program's team grading sessions.

ENGL 648 WRITING AS CULTURAL PRACTICE AND SOCIAL CHANGE (4)

Four hours lecture per week
Prerequisite: Admission to the Masters Degree in English Program
An exploration of the power of writing to develop social and cultural identity as well as to engender conflict. Students will use a critical literacy perspective to think through the implications of a democratic approach to writing instruction.

ENGL 649 RHETORICAL ANALYSIS (4)

Four hours lecture per week
Prerequisite: Admission to the MA in English Program
Students will take a rhetorical approach to analyzing texts, including literary, scholarly, student, and institutional texts.

ENGL 661 SEMINAR ON SELECTED AUTHORS (4)

Four hours seminar per week
Prerequisite: Admission to MA in English or Consent of Instructor
In-depth reading and discussion of the work produced by one or more major authors.

ENGL 662 SEMINAR IN THE NOVEL (4)

Four hours seminar per week
Prerequisite: Admission to the MA in English Program
Explores the nature of the novel through an examination of works of fiction that have shaped the genre, and continue to expand the form. Critical works of theory and history of the novel provides a context for study.

ENGL 663 SEMINAR IN NON-FICTION (4)

Four hours seminar per week
Prerequisite: Admission to the MA in English Program
Explores permutations of non-fiction writing, including essay, memoir, nature, travel writing, and biography. Students read formative works in each area as well as later works.

ENGL 664 SEMINAR IN DRAMA/ DRAMATIC LITERATURE (4)

Four hours seminar per week
Prerequisite: Admission to the MA in English or Consent of Instructor
In depth reading and discussion of selected works of dramatic literature, including but not limited to stage plays. Attendance at performances and/or films may be required.

ENGL 665 SEMINAR IN POETRY (4)

Four hours seminar per week
Prerequisite: Admission to MA in English or Consent of Instructor
Analysis of poetics. May focus on particular periods or genres of poetry.

ENGL 666 SEMINAR IN THE SHORT STORY (4)

Four hours lecture per week
Prerequisite: Admission to the MA in English Program
In depth reading and discussion of selected short stories. Students will also write short stories and share them with the class.

ENGL 667 SEMINAR IN GENRE LITERATURES (4)

Four hours seminar per week
Prerequisite: Admission to MA in English or Consent of Instructor
Focus on a particular genre of literature such as Science Fiction or Detective Fiction. Emphasis on cultural context as well as textual analysis. Variable topics.

ENGL 668 SEMINAR IN LITERATURE AND CULTURE (4)

Fours hours seminar per week
Prerequisite: Admission to MA in English or Consent of Instructor
Study of literature in its relation to culture: focusing on literature as a cultural institution related to the construction of individual identity and the dissemination and critique of values.

ENGL 680 INDEPENDENT STUDY (1-4)

Variable hours per week
Prerequisite: Admission to MA in English Program or Consent of Instructor
Independent exploration of a topic or the work of a single author. The student will work with a member of the English faculty in devising and executing the study and any papers or projects necessary.

ENGL 698 **THESIS: LITERATURE SPECIALIZATION (4)**

Four hours seminar per week.
Prerequisite: ENGL 601, ENGL 602, ENGL 603 and ENGL 620
Culminating directed research project in which the student will produce a substantial study of an author, a major literary work, a literary form or movement. Evidence of scholarly research, creative thinking, good analytic writing, and mastery of a significant topic is necessary for successful completion. Prerequisite: completion of all required M.A. core courses and History of Literary Movements (ENGL 620). Can be taken concurrently with electives. Advancement to candidacy requires approval of a formal program of study by the Graduate Committee and completion of 12 units with a minimum grade point average of 3.0

ENGL 699 **THESIS: COMPOSITION AND RHETORIC SPECIALIZATION (4)**

Eight hours activity per week
Prerequisite: Completion of all required composition and rhetoric courses with a minimum grade point average of 3.0.
Culminating project of the MA in English program students to contribute to the on-going disciplinary conversation and reflect on how discourse in composition and rhetoric has transformed their teaching and/or scholarship.

ENVIRONMENTAL SCIENCE AND RESOURCE MANAGEMENT

ESRM 100 **INTRODUCTION TO ENVIRONMENTAL SCIENCE AND RESOURCE MANAGEMENT (3)**

Three hours lecture per week
This course covers a broad spectrum of environmental science topics including: biogeochemical cycles, biological diversity, world food supply, effects of agricultural production on the environment, energy, water and air environments, and societies' impacts on the environment. Current environmental issues such as loss of biological diversity, global climate change, ozone depletion, and natural resource management will be discussed.
GenEd: B2, D

ESRM 200 **PRINCIPLES OF RESOURCE MANAGEMENT, CONSERVATION AND STEWARDSHIP (3)**

Two hours lecture and two hours activity per week
Prerequisite: ESRM 100 and BIOL 200
Students will work with the National Park Service, U.S. Geological Survey or other agencies on related resource projects.

ESRM 313 **CONSERVATION BIOLOGY (4)**

Three hours lecture and three hours laboratory per week
Prerequisite: BIOL 200
This course explores issues surrounding the conservation of biodiversity. Topics to be covered include: species-, population-, and ecosystem-level issues, biodiversity, extinction, sustained yield, exotic species, and reserve design. Management implications and the ecology of issues are integrated throughout the course. A lab fee is required.
Same as BIOL 313

ESRM 328 **INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEMS (3)**

Two hours lecture and three hour laboratory per week
Prerequisite: ESRM 100 or Consent of Instructor
Introduction to fundamental concepts and techniques of geographic information systems, including the collection, manipulation, analysis, interpretation, display, and communication of spatial information for environmental decision making. A lab fee is required.
GenEd: B4



ESRM 329 ENVIRONMENTAL LAW AND POLICY (3)

Three hours lecture per week
Prerequisite: ESRM 100 or Consent of Instructor
The purpose of this course is to introduce the fundamental concepts of environmental law and policy and familiarize students with the various types legal of mechanisms used to protect the environment. A practical grounding in the basic legal concepts central to environmental law and how laws have been applied at the local, state, national, and international level will be gained. Students will also explore the purpose and function of some of the larger environmental institutions and their relationships with the public, business, and the environmental community.

ESRM 332 HUMAN ECOLOGY (3)

Three hours lecture per week
This human ecology course places humans into the environment in historical and global contexts.
Discusses systems theory as it applies to human adaptation to the environment. Studies the relations among political power, ideology, and resources, integrating concepts from ecology with those from social sciences. Theories and forecasts of human population growth and migration among regions and cultures. Social and environmental impacts of population and age distribution. Natural resource constraints on growth. Topics from land development, resource planning, environmental quality, politics, economic growth, conflicts and wars.
Same as ANTH 332
GenEd: D, Interdisciplinary

ESRM 340 POLITICS AND THE ENVIRONMENT (3)

Three hours lecture per week
Exploration of environmental politics in both the international and domestic contexts.
Same as POLS 340
GenEd: D, Interdisciplinary

ESRM 341 THE NATIONAL PARK (3)

Three hours lecture per week
Prerequisite: Upper Division Standing
An interdisciplinary, in-depth study of one or more units of the National Park Service from a variety of perspectives including Political Science, Public Administration, and Environmental Science and Resource Management. The course analyzes how conservation issues and practices, administrative and policy processes and interpretive (educational) programs work within the context of a national public resources agency. Each term this course will focus on one or more park unit in the region.
Same as POLS 341
GenEd: D, Interdisciplinary

ESRM 342 ENVIRONMENTAL HISTORY (3)

Three hours lecture per week
Examines the historical interaction between humans and their environment. Special attention will be paid to the transformations of environments in the Americas and Europe.
Same as HIST 342
GenEd: D, Interdisciplinary

ESRM 350 ECOLOGICAL RESTORATION DESIGN AND CONSTRUCTION (4)

Two hours lecture and six hours laboratory per week
Prerequisite: ESRM 352
Introduction to environmental engineering. Students will partake in the planning and construction of ecological restoration projects in Santa Barbara, Ventura, and/or Los Angeles Counties. Particular projects will expose students to construction procedures and techniques central to the restoration of riparian, wetland, and terrestrial communities.

ESRM 351 FIELD METHODS: MONITORING AND ASSESSMENT (4)

Two hours lecture and six hours laboratory per week
Prerequisite: ESRM 313
Examines a wide range of field assessment methods useful for a variety of environmental characterization efforts such as range of transect, time constraint, trapping, and continuous sampling methodologies. Emphasizes practical skills development with students collecting field data and conducting subsequent analyses and assessment. Lab fee required.

ESRM 352 THEORY AND PRACTICE OF ECOLOGICAL RESTORATION (3)

Three hours lecture per week
Introduces the theory and practice of modern ecological restoration. Conceptual similarities in the approach to wetland, riparian, forest, grassland, and subtidal restoration efforts will be explored. Special attention will be given to failed restoration efforts, articulating the conditions leading to such failures, and minimum performance standards for successful projects.

ESRM 410 ENVIRONMENTAL IMPACT ASSESSMENT (3)

Three hours lecture per week
Prerequisite: BIOL 433, ECON 362, ESRM 328 and ESRM 329
This course will introduce students to methods and procedures designed to assess and minimize human impacts on natural systems. Topics to be covered include the components of environmental impact reports and assessments, and the processes involved in preparation and approval. Also addressed will be the issues related to mitigating environmental impacts.

ESRM 428 INTERMEDIATE GEOGRAPHIC INFORMATION SYSTEMS (3)

Two hours lecture per week
Three hours laboratory per week
Prerequisite: ESRM 328
Study of concepts and techniques of geographic information systems, with special emphasis on environmental issues at multiple spatial scales.

ESRM 440 POPULATION STUDIES (3)

Three hours lecture per week
Prerequisite: SOC 100 and MATH 202
This course focuses on the basic concepts, skills and issues in demography and population studies. It will apply concepts to contemporary population issues such as family demography, urban transition, environmental degradation, and economic development.
Same as SOC 440
GenEd: D, Interdisciplinary

ESRM 443 ENVIRONMENTAL COMMUNICATION (3)
Three hours lecture per week
Prerequisite: ESRM 100 and COMM 101 or COMM 320
Students will analyze and engage in debates about local, national and global environmental disputes. Topics include analysis of risk, community dialogue and strategic environmental messages.
Same as COMM 443
GenEd: D, Interdisciplinary

ESRM 450 ENVIRONMENTAL CONFLICT RESOLUTION (3)
Three hours lecture per week
Provides practical experience in negotiation and mediation techniques within the context of complex environmental and public policy disputes.
Same as COMM 450, POLS 450

ESRM 462 COASTAL AND MARINE RESOURCE MANAGEMENT (4)
Three hours lecture and two hours activity per week
Prerequisite: BIOL 433, ESRM 200 and ESRM 329
Provides an introduction to marine provinces , physical and biological oceanography, threats to the marine environment across various temporal and spatial scales and various policies and programs to improve resource management. A lab fee is required.

ESRM 463 WATER RESOURCES MANAGEMENT (4)
Three hours lecture and two hours activity per week
Prerequisite: BIOL 433, ESRM 200, and ESRM 329
Water management principles focusing on surface and ground water hydrology; water conservation, watershed development; water quality measurement and monitoring; water and wildlife/ fisheries; and water conflicts.

ESRM 464 LAND USE PLANNING AND OPEN SPACE MANAGEMENT (4)
Three hours lecture and two hours activity per week
Prerequisite: BIOL 433, ESRM 200 and ESRM 329
Examines various approaches to land use planning at the municipal, state, national, and international level focusing on the role of land use planning in managing open space and protected area lands within and adjacent to urban areas.

ESRM 482 ISSUES IN ENVIRONMENTAL PLANNING AND RESOURCE MANAGEMENT (3)
Three hours seminar per week
Prerequisite: BIOL 433, ECON 362 and ESRM 329
Selected issues in resource development derived from current resource policy changes, or other emerging topics of interest.

ESRM 491 CAPSTONE PREPARATION (1)
Two hours activity per week
Prerequisite: Senior standing in the Environmental Science and Resource Management major
Research and develop a proposal for an ESRM project.

ESRM 492 SERVICE LEARNING/ INTERNSHIP (3)
Six hours per week
Prerequisite: Consent of Instructor
Individual internship through service learning.
Graded Credit/No Credit

ESRM 494 INDEPENDENT RESEARCH (1-3)
Variable hours per week
Prerequisite: Consent of instructor
Individual research on topic selected by the student and faculty mentor.
Graded Credit/No Credit

ESRM 499 CAPSTONE (3)
Three hours of lecture / discussion per week
Prerequisite: Upper division required courses in ESRM major (may be completed concurrently)
This course consists of an interdisciplinary evaluation of the physical, biological, social, economic, and legal dimensions of environmental decision-making. The instructor will select from Southern California ecosystems - and decisions with associated environmental impacts - for evaluation and analysis. Topics include decisions to reduce, control, or treat surface water run-off, establishing or changing the management of marine protected areas, dredging in harbors, and permits for coastal development. Students will provide results to appropriate national, state, or local agencies for consideration and deliberation in administrative decisions.

FINANCE

FIN 300 BUSINESS FINANCE (3)
Three hours lecture per week
Prerequisite: ACCT 220, MATH 140 or MATH 150
Principles of planning, procuring, controlling short term and long-term financial resources of business organizations. Topics include cash and capital budgeting, debt and equity markets, security evaluations, cost and structure of capital.

FIN 321 PUBLIC BUDGETING (3)
Three hours lecture per week
Examines the major concepts of public budgeting and finance in the United States. Key topics of study include: expenditure estimation, revenue forecasting, capital budgeting, budget reform and financial management. The politics that characterizes the budgetary process will be emphasized throughout.
Same as POLS 321

FIN 343 CAPITAL THEORY (3)
Three hours lecture per week
Intertemporal choice and decision-making under uncertainty in our financial lives. Topics include: multi-period consumption, multi-period production, capital budgeting, modern portfolio theory and financial management.
Same as ECON 343
GenEd: D, Interdisciplinary

FIN 410 FINANCIAL MARKETS AND INSTITUTIONS (3)
Three hours lecture per week
Prerequisite: FIN 300
Gives a broad knowledge of operations, mechanics, and structure of the U.S financial system. Provides an in-depth discussion of key topics critical to financial management.

FIN 411 CORPORATE FINANCE MANAGEMENT (3)
Three hours lecture per week
Prerequisite: FIN 300
Provide an in-depth knowledge of key concepts and theoretical principles of modern corporate finance, including analytical tools necessary for managerial decision making.

FIN 412 **INTERNATIONAL FINANCIAL MANAGEMENT (3)**

Three hours lecture per week
Prerequisite: FIN 300
Introduction to the multinational financial environment and management. Focuses on foreign exchange markets, foreign exchange risk management, international working capital management, foreign investment analysis, international capital budgeting, international diversification, cost of capital and capital structure of the multinational firm and political risk management.

FIN 413 **INVESTMENT ANALYSIS (3)**

Three hours lecture per week
Prerequisite: FIN 300
Introduction to different investment strategies along with the securities available to the investor. Institutional features such as types of markets, market indicators, investment banking, types of orders and securities markets regulation are covered.

FIN 421 **PUBLIC FINANCIAL MANAGEMENT (3)**

Three hours lecture per week
Prerequisite: FIN 300
Examines principles, methods and concepts of financial management used in non-profit sector. Disciplines of accounting, budgeting, operations control, auditing and management are integrated into comprehensive financial systems. Theoretical design and practical implementation issues are explored.

FIN 490 **SPECIAL TOPICS (3)**

Three hours seminar per week
Prerequisite: Consent of instructor
In-depth analysis of current topics in finance. Topics vary each semester

FIN 492 **SERVICE LEARNING/ INTERNSHIP (3)**

Six hours per week
Prerequisite: Consent of Instructor
Individual internship through service learning.
Graded Credit/No Credit

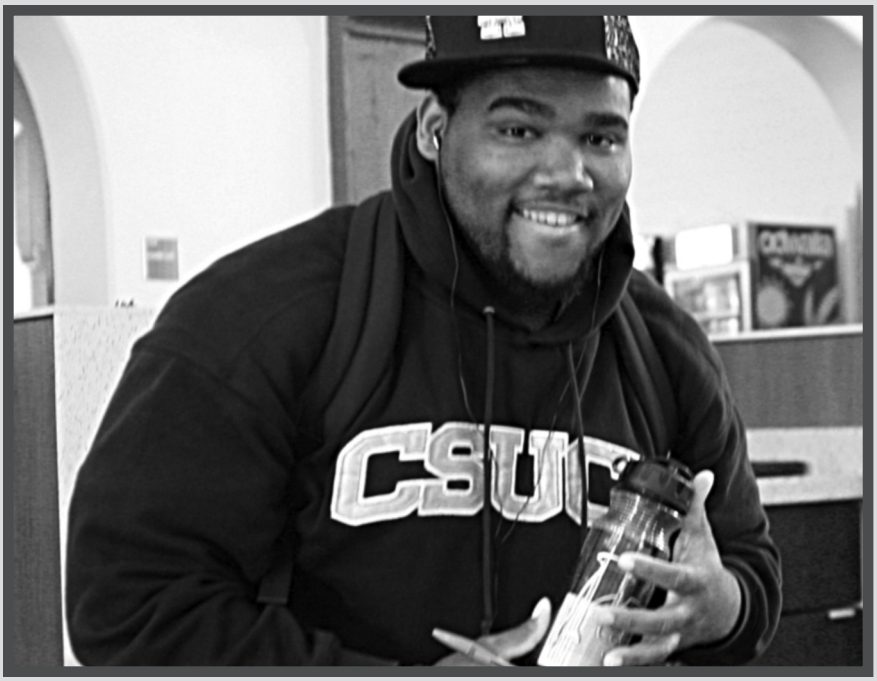
FIN 497 **DIRECTED STUDY (1-3)**

Variable hours per week
Prerequisite: Consent of Instructor
Individual contracted study on topics or research selected by the student and faculty mentor.
Graded Credit/No Credit

GENDER STUDIES

GEND 433 **GAY/LESBIAN/BISEXUAL/ TRANSGENDER STUDIES (3)**

Three hours lecture per week
Prerequisite: ENGL 103 or ENGL 105 or equivalent
Introduction to the field of gay/lesbian/ bisexual/transgender studies through the reading of literature and theory.
Same as ENGL 433
GenEd: C2, D, Interdisciplinary



GEOGRAPHY

GEOG 201 **CULTURE AND HISTORICAL GEOGRAPHY OF THE WORLD (3)**

Three hour lecture per week
A geographic study of the world and the basic relationship between the Physical environment including topography, climate, natural vegetation, soils, and drainage patterns etc. and including the cultural aspects (political, social, economic, urban, and rural life etc.) within the major realms or regions of the world, with a detailed study of some selected regions.
GenEd: D

GEOLOGY

GEOL 121 **PHYSICAL GEOLOGY (4)**

Three hours lecture per week and three hours laboratory per week
This course examines the basic composition of the Earth and the dynamic forces which have altered the Earth's surface through time, including sedimentation, erosion, volcanism, earthquakes, plate tectonics, and mountain-building. Students will understand the immense processes affecting their environment.
GenEd: B1

GEOL 122 **HISTORICAL GEOLOGY (3)**

Three hours lecture per week
This course focuses upon the geological history of the Earth and the Solar System from the origin of the cosmos to the present, tracing the evolution of the continents and ocean basins, and the evolution of plants and animals through time. Surveys events in Earth's past of relevance to present environmental issues.
GenEd: B1

GEOL 300 **FOUNDATIONS OF EARTH SCIENCE (4)**

Three hours lecture and three hours laboratory per week
Prerequisite: PHSC 170
Principles of geology, hydrology, oceanography, meteorology, and astronomy for the elementary school teacher.

GEOL 310 CALIFORNIA GEOLOGY (3)
Three hours lecture per week
Prerequisite: GEOL 121, GEOL 122
Focuses on California's geologic history, provinces, and resources and will feature field trips to a number of the provinces.

GEOL 321 ENVIRONMENTAL GEOLOGY (4)
Three hours lecture and three hours laboratory per week
Interrelationships between human and natural geologic hazards: tsunami, earthquakes, landslides, subsidence, volcanoes. Explores environmental impact of resource extraction and usage, the importance of understanding the geologic processes and landscape in land use planning, and the means of using geology to minimize conflicts in resource management and disaster preparation.
GenEd: B1

GEOL 322 SEDIMENTOLOGY, STRATIGRAPHY, GROUNDWATER HYDROLOGY (4)
Three hours lecture per week
Three hours laboratory per week
Prerequisite: GEOL 121
Focuses on the basics of groundwater and the sedimentary materials in which it exists and moves. It begins with sediments and sedimentary facies, continues with determination of aquifer morphology from well data, then embarks on physical hydrogeology. Laboratory exercises and field trips will provide hands-on experience in sedimentary section characterization and water well methods.

GLOBAL STUDIES

GLST 200 INTRODUCTION TO GLOBAL STUDIES (3)
Three hours lecture per week
An introduction to globalization and its effect on governance, economic success, culture, the environment, and other global issues of human concern.
GenEd: D

HISTORY

HIST 211 WORLD CIVILIZATIONS: ORIGINS TO 1500 (3)
Three hours lecture per week
This survey examines world civilizations from the Neolithic era to the European colonization of the Western Hemisphere. Topics may include, but are not limited to, the development and growth of religions, commerce, and other cultural institutions.
GenEd: D

HIST 212 WORLD CIVILIZATIONS: SINCE 1500 (3)
Three hours lecture per week
This survey examines world civilizations from both regional and global perspectives. Topics may include, but are not limited to, the development and growth of religions, commerce, and other cultural institutions.
GenEd: D

HIST 270 THE UNITED STATES TO 1877 (3)
Three hours lecture per week
Survey of the political, social, economic as well as cultural institutions of the United States from the pre-colonial era to reconstruction. Meets Title V U.S. History and Constitution requirement.

HIST 271 THE UNITED STATES SINCE 1877 (3)
Three hours lecture per week
Survey of the political, social, economic as well as cultural institutions of the United States from reconstruction to the present. Meets Title V U.S History and Constitution requirement.

HIST 272 CONSTITUTIONAL HISTORY OF THE U.S. (3)
Three hours lecture per week
Examines the origins of American constitutional thought and practice, the framing and adoption of the Constitution and the Bill of Rights, the establishment of the U.S. Supreme Court and of its power of judicial review. Topics include: major decisions by the Supreme Court in history and their impacts on society, and California state constitution and government. Meets Title V U.S. History and Constitution Requirement.

HIST 275 THE UNITED STATES TO 1900 (3)
Three hours lecture per week
This course is specially designed for students in the Teaching and Learning Student Option of the Liberal Studies Program. Examines the history of the United States from the colonial origins to the emergence of a modern industrial system. Emphasis is given to the major social, political, and cultural events during the period from the early 1600s to 1900, such as the encounters between Native Americans and European explorers, the growth of English colonies, the American Revolution, the transformation of American society after Independence, slavery, abolition, the Civil War, and the development of mass immigration and industrialization. Meets Title V U.S. History and Constitution Requirement.

HIST 280 THE HISTORIAN'S CRAFT (3)
Three hours lecture per week
Prerequisite: Sophomore Standing or Consent of Instructor
This is a survey course on the writing of history. Utilizes and analyzes library resources, oral interviews, and other material in the writing of history.
GenEd: D

HIST 310 HISTORY OF THE MEDITERRANEAN (3)
Three hours lecture per week
Examines the history of the Mediterranean over the last 3000 years. Special attention will be paid to the Greco-Roman heritage, the impact of Christianity and Islam, the rise of Italian merchants, and the tangle between Spain and the Ottoman Empire over the control of the sea.

HIST 319 EUROPEAN HISTORY, 1871-1945 (3)
Three hours lecture per week
Examines the development of European history from the unification of Germany to the end of the Second World War. Special attention will be paid to the development of powerful ideologies (e.g., communism, fascism), socio-economic change, and imperial expansion.

HIST 320 **EUROPEAN HISTORY, 1945-PRESENT (3)**

Three hours lecture per week
Examines the development of European history to the present day. Special attention will be paid to the reconstruction of the continent following the war, the implications of the cold war and the collapse of the Soviet Union, and the emergence of the European Union.

HIST 330 **THE HISTORY OF SCIENCE: NONWESTERN ORIGINS AND THE WESTERN REVOLUTION (3)**

Three hours lecture per week
A survey of scientific history from 2000 BCE to the present that considers science as a set of made, lost and found ideas and technologies. Fields of inquiry are examined by tracing their historical and cultural trajectories through the African, Arab, Babylonian, Chinese, Egyptian, Greek, Indian, Incan, Japanese, Mayan and Sumerian worlds.
Same as CHEM 330
GenEd: B1, Interdisciplinary

HIST 331 **NARRATIVES OF THE WORKING CLASS (3)**

Three hours lecture per week
Examines the lives of working people using various thematic approaches and disciplinary methodologies. Materials include literature, film, and case studies.
Same as ECON 331, ENGL 331, SOC 331, POLS 331
GenEd: C2, D, Interdisciplinary

HIST 333 **HISTORY OF SOUTHERN CALIFORNIA CHICANA/O ART (3)**

Three hours lecture per week
An exploration of the Southern California Chicano/a culture focusing on the genesis, vitality and diversity represented in the painting, sculpture and artistic traditions of Mexican American artists. Historical movements, politics, cultural trends and Mexican folklore underlying the development of this dynamic style of art will be investigated within a variety of contexts.
Same as ART 333
GenEd: C3B, D, Interdisciplinary

HIST 334 **NARRATIVES OF SOUTHERN CALIFORNIA (3)**

Three hours lecture/discussion per week
Ours is a region made up of many cultures which produce the one we call Southern California. In this class we will take a historical approach to study of the narratives - oral, written and filmed - of Southern California. Course work may also include obtaining oral histories and compiling them.
Same as ENGL 334
GenEd: C2, D, Interdisciplinary

HIST 335 **AMERICAN ETHNIC IMAGES IN NOVELS, FILM AND ART (3)**

Three hours lecture/discussion per week
Examines the portrayal of ethnic groups from an interdisciplinary perspective that includes, but is not limited to, the literary, historical, and anthropological modes of analysis. The course highlights the ways in which artistic works have shaped the intellectual landscape of the United States as they relate to ethnic peoples.
Same as ART 335, ENGL 335
GenEd: C2, C3B, Interdisciplinary

HIST 338 **THEATRE IN HISTORY (3)**

Three hours lecture per week
A survey of the history of theatrical productions. Includes formal productions and performances as well as other types of "theatre" or "dramatization," such as political posturing, i.e., a ruler's rise to power in historical reality as well as performed or recorded later in theatre, music, and history. Theatre in history is contextualized within multicultural perspectives.
Same as PATH 338
GenEd: C1, C3B, Interdisciplinary

HIST 340 **HISTORY AND PSYCHOLOGY OF NAZI GERMANY (3)**

Three hours lecture per week
Prerequisite: Upper Division Standing
Examines the historical and psychological roots of the Nazi movement in Germany. Areas covered will include the mass psychology of fascism, the psychopathology of Nazi leaders, and the psychological impact of the holocaust.
Same as PSY 340
GenEd: D, E, Interdisciplinary

HIST 342 **ENVIRONMENTAL HISTORY (3)**

Three hours lecture per week
Examines the historical interaction between humans and their environment. Special attention will be paid to the transformations of environments in the Americas and Europe.
Same as ESRM 342
GenEd: D, Interdisciplinary

HIST 349 **HISTORY OF BUSINESS AND ECONOMICS IN NORTH AMERICA (3)**

Three hours of lecture per week
Examines the growth and development of the economies of North America since colonial times. Addresses social, ethical, economic and management issues during the development of Canada, the United States, and Mexico. Analyzes the business principles underlying the growth and development of the economies.
Same as ECON 349, BUS 349
GenEd: D, Interdisciplinary



HIST 350 CHICANA/O HISTORY AND CULTURE (3)
Three hours lecture per week
Examines the historical settlement and culture of Chicanas/os in the United States to the present. Particular attention is given to the relationship of the Chicana/o experience to the economic, political, and social institutions of the United States. These institutions are examined in relation to historical movements and developments that span over several centuries.
Same as CHS 350

HIST 351 HISTORY OF AFRICAN AMERICANS (3)
Three hours lecture per week
Examines the experience of Africans and African Americans in America from the colonial period through the twentieth century.

HIST 360 HISTORY OF COLONIAL LATIN AMERICA (3)
Three hours lecture per week
Examines the social, political, economic and cultural foundations of colonial Latin America from the Conquest in the fifteenth century to independence in the early nineteenth century.
GenEd: D

HIST 361 HISTORY OF MODERN LATIN AMERICA (3)
Three hours lecture per week
Examines the social, political, economic and cultural foundations of modern Latin America in countries in the nineteenth and twentieth centuries.
GenEd: D

HIST 365 THEMES IN WORLD HISTORY (3)
Three hours lecture per week
Explores the major trends in global approaches to history. These include anthropological, diaspora, environmental, and world systems approaches. Topics will vary by semester .
GenEd: D

HIST 366 OCEANS OF WORLD HISTORY (3)
Three hours lecture per week
Discusses the main approaches to world history through the lens of the Earth's three major oceans: Atlantic, Indian, and Pacific.

HIST 369 CALIFORNIA HISTORY AND CULTURE (3)
Three hours lecture per week
Examines the cultural and institutional development of California prior to the 16th century and since.

HIST 370 UNITED STATES COLONIAL HISTORY (3)
Three hours lecture per week
Examines the European colonization of the United States from the 1600s to the French and Indian War. The transformation of social, political, and cultural institutions of Europe in North America.

HIST 371 THE FOUNDING OF THE UNITED STATES (3)
Three hours lecture per week
Study of the Revolutionary era and its political and social influence on the constitution.

HIST 372 UNITED STATES INDUSTRIALIZATION AND PROGRESSIVISM (3)
Three hours lecture per week
Examines the nation's geographic and industrial expansion. Social and political problems up to the end of WWI will also be examined.

HIST 373 AMERICAN LABOR HISTORY (3)
Three hours lecture per week
This is an in-depth study of the individual, group, and organized experience of the American working people from colonial time to the twentieth century.

HIST 374 UNITED STATES SINCE 1945 (3)
Three hours lecture per week
Examines the cultural, social, and political transformation of the nation after World War II. Among the various topics of the course, specific attention is given to how international affairs influenced domestic life and society.

HIST 380 HISTORY OF THE PACIFIC ISLANDS (3)
Three hours lecture per week
Examines the history of the Pacific from human settlement to the present. Special attention will be paid to cross-cultural encounters, religious conversion, imperialism, and post-colonial realities in the region. The course employs interdisciplinary methods borrowed from anthropology, archaeology, and linguistics.

HIST 391 TRADITIONAL CHINA (3)
Three hours lecture per week
This course studies the social, political, economic, and cultural traditions in China from ancient times to the end of the Ming Dynasty.

HIST 392 MODERN CHINA (3)
Three hours lecture per week
This course explores the social, political, economic, and cultural changes in China from to the rise of the Ch'ing Dynasty to 1949.



HIST 393 CONTEMPORARY CHINA (3)
Three hours lecture per week
This course examines the social, political, economic, and cultural developments in China since 1949.

HIST 395 MODERN JAPAN (3)
Three hours lecture per week
This course studies the social, political, economic, and cultural changes in Japan from the Meiji Restoration to the present.

HIST 396 EAST ASIA: THEN AND NOW (3)
Three hours lecture per week
This course examines of the social, political, economic, and cultural foundations in China, Korea, and Japan. Emphasis is given to the profound political, economic, and other transformations taking place in these countries in the twentieth century.

HIST 401 UNITED STATES IMMIGRATION HISTORY, 1840-1945 (3)
Three hours lecture per week
Examines the experiences and contributions of immigrant groups in the United States. Constitutional, political, and social considerations of United States immigration history frame the content study of this course.

HIST 402 SOUTHERN CALIFORNIA CHICANA/O HISTORY AND CULTURE (3)
Three hours lecture per week
Examines the cultural, economic, political, and social experience of Mexicanas/os of the region from the U.S conquest to the 1990s. Particular attention is given to the interactions of this community with other ethnic and racial groups. Although designed within the disciplinary framework of history, the course utilizes literature, film, and art as mediums of learning about the culture and history of Chicanas/os.
GenEd: D

HIST 403 THE AMERICAN INTELLECTUAL TRADITION (3)
Three hours lecture per week
This course explores American thought from Puritanism, transcendentalism, and pragmatism to contemporary trends represented in thinkers from Richard Mather, Jonathan Edwards, Ralph Emerson, William James, and John Dewey to Reinhold Hiebuhr. It also addresses those dissenting voices resonantly expressed in American life from Ann Hutchinson, Roger Williams, Henry David Thoreau, Frederick Douglass, Susan B. Anthony, and W. E. B. Du Bois to Martin Luther King, Jr.

HIST 413 WORLD RELIGIONS AND CLASSICAL PHILOSOPHIES (3)
Three hours lecture per week
Prerequisite: HIST 211 or equivalent
Studies and compares major religions and philosophical schools in the ancient world. Examines how different societies and peoples have formed their basic assumptions concerning the universe, faith, human nature and society, and how those fundamental assumptions have affected their chosen modes of thinking, ways of life, organizations of society, forms of government, and approaches to knowledge.
GenEd: D

HIST 414 WOMEN IN HISTORY (3)
Three hours lecture per week
This course examines the role of women and gender in human experience. Topics may vary. They include, but are not limited to, gender and work, gender and religion, gender in literature, gender and race, gender and sexuality, gender and family, and gender and social change.

HIST 415 SOCIETY AND RADICALISM (3)
Three hours lecture per week
This course studies the emergence of different styles of protests and radicalism in the modern world. Topics include, but are not limited to, radical thinkers, theories, philosophies, organizations, strategies, movements, as well as the roles and influences they had in society.

HIST 420 HISTORY OF MEXICO (3)
Three hours lecture per week
Examines the social and political history of Mexico from the period of European contact to the present. The modern phase of Mexico's history is examined in relation to the overall development of North America.

HIST 421 REVOLUTIONARY MEXICO, 1876-1930 (3)
Three hours lecture per week
Evaluates the social and political causes and consequences of the Mexican Revolution. Particular attention is also given to the influence and intervention of the United States of America in Mexico's economic and domestic affairs.

HIST 430 TRADITION AND TRANSFORMATION: LITERATURE, HISTORY, AND CULTURAL CHANGE (3)
Three hours lecture per week
Prerequisite: ENGL 103 or ENGL 105 or HIST 280 or Consent of Instructor
Bringing literature and history together, this course exposes students to a diverse range of work in art, literature, films, and history. It cultivates the students' intellectual understanding of the topic from both a cross-disciplinary and a cross-cultural perspective. It emphasizes reading, writing, analytical skills, and communication skills. Topics and themes may vary under the same title. Repeatable up to 9 units.
Same as ENGL 430
GenEd: C3B, D, Interdisciplinary

HIST 436 PSYCHOLOGY AND HISTORY OF EAST ASIAN WARRIOR CULTURES (3)
Three hours lecture per week
Prerequisite: Upper division standing or Consent of Instructor
Examines the psychological and historical roots of warrior cultures in East Asia. Characteristics such as duty, enlightenment, honor, loyalty, and discipline will be examined in the context of the individual and group psychology of warrior cultures throughout history. Psychological and historical conceptions of violence, aggression, and strategy will also be explored. Students will be encouraged to relate values derived from Asian warrior cultures to their own lives, while reflecting on the applicability of these ideas to modern life.
Same as PSY 436
GenEd: D, E, Interdisciplinary

HIST 442 THE AFRICAN DIASPORA (3)
Three hours lecture per week
Examines the dispersal of Africans to other continents over the last two thousand years. Special attention will be paid to the African slave trade, identity formation, and nationalism. The course employs interdisciplinary methods borrowed from anthropology, art history, linguistics, and literature.
Same as ANTH 442
GenEd: D, Interdisciplinary

HIST 445 **CHICANO CHILD AND ADOLESCENT (4)**

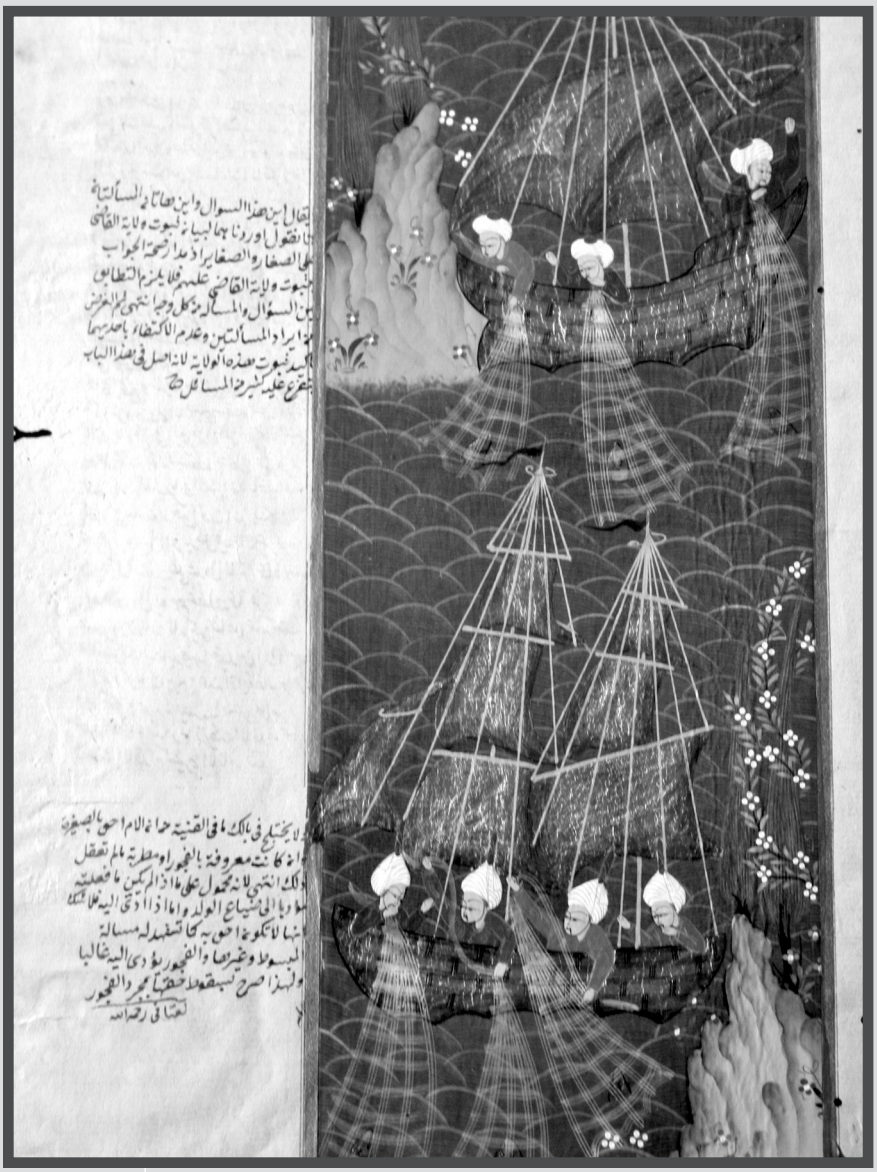
Three hours lecture and two hours service learning per week
Examines the socio-cultural experiences and historical political realities pertinent to the daily lives of Chicano, Mexican-origin, and/or Latino children and adolescents. Focus is on historical periods, events, and policies affecting youth populations, its demography, migration and immigration patterns. Consideration of contemporary issues and effective educational and cultural practices will be used as a resource for teacher knowledge and pertinent classroom projects. Field study requirement involves working in a child-centered setting or related service project.
Same as EDUC 445
GenEd: C3B, D, Interdisciplinary

HIST 451 **HISTORY OF AFRICA SINCE 1800 (3)**

Three hours lecture per week
Examines the social, political, economic, and cultural history of Africa since 1800, from the era of the slave trade, through the imposition of colonial rule, to the establishment of modern nation states.
GenEd: D

HIST 452 **HISTORY OF SOUTHERN AFRICA SINCE 1600 (3)**

Three hours lecture per week
Examines the social, political, economic, and cultural history of southern Africa from the pre-colonial era, through the establishment of a permanent European presence, to the establishment of modern nation states.
GenEd: D



HIST 470 **PEOPLE AND EVERYDAY LIFE IN EARLY AMERICA (3)**

Three hours lecture per week
The course focuses on those ordinary men and women whose daily works and activities made what American society was. It covers the time span from the 1600s to the early 1800s. Topics include, but not limited to, popular religion, work ethics and labor systems, family and marriage, festivities, leisure, and games, law and order, mass-control policies, crime and punishment, trades, craftsmanship, farming and industries, issues of gender, race, and ethnicities, early popular unrest, collective actions, and protests.

HIST 490 **SPECIAL TOPICS (3)**

Three hours lecture per week
Investigates a prominent topic of historical interest. Topics vary by semester. Repeatable by topic.

HIST 491 **HISTORIOGRAPHY (3)**

Three hours lecture per week
Prerequisite: HIST 280, Senior Standing, or Consent of Instructor
This course surveys major historians and their theoretical and methodological approaches to the discipline from the nineteenth century to the present day. The course is designed to update students to the most influential theories in the study of history. Included in this survey are theoretical approaches based on the writings of Braudel, Foucault, Freud, and Marx.

HIST 492 **INTERNSHIP/SERVICE LEARNING (1-3)**

Variable hours per week
Provides students with 'hands-on' experience and/or Service Learning opportunities in the historical field.
Student Option: Graded or CR/NC

HIST 494 **INDEPENDENT RESEARCH (1-3)**

Variable hours per week
Prerequisite: Junior Standing and Consent of Instructor
Independent reading and/or research project under the direction of a faculty member. Repeatable.
Student Option: Graded or CR/NC

HIST 497 DIRECTED STUDIES (1-3)
Variable hours per week
Prerequisite: Junior Standing and Consent of Instructor
Exploring an important historical topic under the direction of a faculty member. Significant written reports expected. Topics vary and repeatable.
Student Option: Graded or CR/NC

HIST 499 CAPSTONE IN HISTORY (1-3)
Variable hours per week
Under the supervision of a faculty advisor, students complete a project approved by the faculty advisor which will integrate prior course work with the general expectations of the Program. Completed projects may be disseminated to the campus community.
Student Option: Graded or CR/NC

HEALTH

HLTH 322 HEALTH ISSUES IN EDUCATION (2)
Two hours lecture per week
Survey of school health programs with in-depth study of selected health education curricula and topic areas, including alcohol, tobacco, drugs, communicable diseases and nutrition. Development of strategies and methods for teaching controversial areas.
GenEd: E

HLTH 434 INTRODUCTION TO BIOMEDICAL IMAGING (4)
Three hours lecture and two hours lab activity per week
Prerequisite: BIOL 210 or PHYS 200
The course will present an overview of biomedical images and imaging systems. The fundamental concepts used in several imaging modalities (such as projection radiography, mammography, DEXA, computed tomography, ultrasonography and magnetic resonance imaging) will be examined: the emphasis will be on an intuitive and descriptive presentation of the main components of these systems. Image formation and reconstruction will be addressed. The resulting clinical images will be correlated with the underlying structure and function of the organs, and the diagnostic utility and limitations of the images will be considered.
Same as PHYS 434, BIOL 434
GenEd: B1, E, Interdisciplinary

INFORMATION TECHNOLOGY

IT 151 DATA STRUCTURES FOR IT (3)
Three hours of lecture in the lab per week
Prerequisite: COMP 150 or equivalent
Introduction to data structures and the algorithms that use them. Review of composite data types such as arrays, records, strings and sets. Topics include: abstract data types, stacks, queues, linked lists, trees and graphs, recursion, and time complexity. No credit given towards Computer Science Degree.

IT 262 COMPUTER ORGANIZATION AND ARCHITECTURE FOR IT (3)
Three hours of lecture per week
Prerequisite: COMP 162
Overview of main system components: CPU, main memory, secondary memory, input/output. Data representation. Digital logic. PC Architecture. CISC and RISC. RAM and cache memories. Disks and RAID. Instruction set design. Input/Output and bus technology. Other architectures. Benchmarking. Trends in computer architecture.

IT 280 WEB PROGRAMMING (3)
Three hours lecture in the lab per week
Prerequisite: IT 151 and MATH 300
This course provides an overview of the many languages and techniques used in web programming. This includes Java, JavaScript, PHP, Python, Perl, JSP and ASP, as well as database query languages and XML. Sample applications are built for dynamic web pages and web sites. No credit given towards Computer Science degree.

IT 362 OPERATING SYSTEMS FOR IT (3)
Three hours of lecture per week
Prerequisite: IT 262
Examination of the principal types of operating systems including batch, multi-programming, and time-sharing. Networked systems are also discussed. The salient problems associated with implementing systems are considered including interrupt or event driven systems, multi-tasking, storage and data base management, and input-output. Role and tasks of system administrator. System management tools. Case analysis of systems such as DOS/Windows, Linux/Unix, VMS. Projects will be implemented to reinforce the lectures.

IT 400 eCOMMERCE (3)
Three hours of lecture in the lab per week
Prerequisite: IT 280 and 420
Fundamentals of database driven web sites. Online accounts, cookies, shopping carts, data collection and storage, and data security. Covers user interface design, navigation and site search strategies and database support.

IT 401 WEB INTELLIGENCE (3)
Three hours of lecture in the lab per week
Prerequisite: IT 402
Using web programming to extract information, using intelligent search engines, artificial intelligence techniques (expert systems, agents). Topics include: data mining, data warehousing, natural language processing, decision support systems, and intelligent agents

IT 402 ADVANCED IT PROGRAMMING (3)
Three hours of lecture in the lab per week
Prerequisite: IT 280
Covers a variety of programming languages, including Java, C, C++, Perl, ASP, and PHP. This course focuses on building applications that are useful to IT professionals, such as applications for network security, maintenance and surveillance.

IT 420 **DATABASE THEORY AND DESIGN FOR IT (3)**

Three hours of lecture in the lab per week
Prerequisite: MATH 300
Database structure including: structure definition, data models, semantics of relations, and operation on data models. Database schemas: element definition, use and manipulation of the schema. Elements of implementation. Algebra of relations on a database. Hierarchical data bases. Discussion of information retrieval, reliability, protection and integrity of databases.

IT 424 **COMPUTER SYSTEM SECURITY FOR IT (3)**

Three hours of lecture per week
Prerequisite: IT 429
Security techniques and practices in operating systems, databases and computer networks. Analysis of formal security models. Introduction to the OSI Security Architecture, cryptography, public key security systems and firewalls.

IT 429 **COMPUTER NETWORKS FOR IT (3)**

Three hours of lecture per week
Prerequisite: IT 362
Basic software design and analysis considerations in networking computers into coherent, cooperating systems capable of processing computational tasks in a distributed manner. Network topology, routing procedures, message multiplexing and process scheduling techniques.

IT 464 **COMPUTER GRAPHICS FOR IT (3)**

Three hours of lecture in the lab per week
Prerequisite: IT 151 and MATH 300
Fundamental concepts of computer graphics. Graphics devices; graphics languages; interactive systems. Applications to art, science, engineering and business. Trade-offs between hardware devices and software support.

IT 469 **ARTIFICIAL INTELLIGENCE/ NEURAL NETWORKS FOR IT (3)**

Three hours of lecture in the lab per week.
Prerequisite: IT 151 and MATH 300
An exploration of the use of computers to perform computations normally associated with intelligence, pattern formation and recognition using various computer algorithms and data structures. Including distributed processing models found in massively parallel systems such as the brain. Stacks, decision trees and other modern mining tools and computational models for knowledge representation will be covered. Other topics may include natural language and imaging

IT 490 **SPECIAL TOPICS FOR IT (3)**

Three hours of lecture per week
Prerequisite: Senior standing in the BSIT program
The course addresses current issues in Information Technology. Specialized topics will be studied. Repeatable by topic.

IT 499 **BSIT CAPSTONE (2)**

Variable hours per week
Prerequisite: MGT 471 and Senior standing in the BSIT program
Implement a realistic Information Technology project. Identify project goals in consultation with an industry representative. Produce the project requirements, design and complete documentation. Implement the project design, test and debug the system. Present the project results to the class and the industry representative. Work in teams.

LIBRARY

LIB 211 **DISCERNING INFORMATION IN AN INTERCONNECTED WORLD (3)**

Three hours lecture per week
Provide students with strategies to help them make sense of our information-saturated world. Students should critically assess information, differentiate the perspectives of information seekers from providers and evaluate our sources of knowledge through issues such as surveillance, surrogates, privacy, information seeking behavior, information control, intellectual property, digital democracy, and emerging information communication technologies.
Student Option: Graded or CR/NC
Same as COMM 211
GenEd: A3, D

LIB 344 **THE LIBRARY: COLLECTIONS, SERVICES & INSTRUCTION (3)**

Three hours lecture per week
A study of university, school (K-12), public, and special libraries from business, economic, library science, and educational perspectives. Analyzes how these perspectives are linked within



library practices. The course will include study of local libraries. The course will include field trips to local libraries.
Same as BUS 344, ECON 344, EDUC 344
GenEd: D, Interdisciplinary

LIB 490 SPECIAL TOPICS (1-3)
Variable hours per week
Topics include: finding, evaluating, and applying information within a specific discipline or related group of disciplines; use of online and print sources to find books, articles, web sites, government publications, and non-print sources relevant to a discipline(s); use of appropriate discipline style manual; use of appropriate applications.

LIBERAL STUDIES

LS 110 COMPUTER LITERACY FOR EDUCATORS (3)
Three hours lecture per week
An introduction to computer systems, including web applications, word processing, spreadsheets, database emphasizing their use in educational settings.
Same as COMP 110
GenEd: B4

LS 230 THE ART OF CREATING JOURNALISM (3)
Three hours lecture per week
Prerequisite: ENGL 103 or ENGL 105
This course will integrate concepts from English/journalism, Education and Art. It is designed for students interested in producing print and photo journalism for local community publications. Topics will include journalistic writing styles and techniques, research strategies, interviewing methods, appropriate layout and design techniques. Projects will culminate in a product suitable for publication. No credit given toward the Art major.
Same as ART 230, ENGL 230
GenEd: A2

LS 492 INTERNSHIP/SERVICE LEARNING (1-3)
Two to six activity hours per week
Prerequisite: Upper Division Standing
Students design a community project, individually or in a small group, related to the areas studied in the Liberal Studies major. The project must respond to a community need, involve participants in reciprocal activities, provide opportunities for student's on-going reflection, and evaluate the activity.

LS 494 INDEPENDENT RESEARCH (1-3)
Variable hours per week
Prerequisite: Upper Division Standing
Students design and implement a study project in conjunction with a faculty member.

LS 497 DIRECTED STUDIES (1-3)
Variable hours per week
Prerequisite: Upper Division Standing
Provides student credit for curricular activities under the direction of a Liberal Studies faculty member.

LS 499 CAPSTONE PROJECT (1-3)
Variable hours per week
Prerequisite: Senior Standing
In conjunction with a faculty advisor, students design and complete a project that integrates prior course work and disseminate the project to the campus community. Repeatable for credit.

MATHEMATICS

MATH 94 INTRODUCTION TO ALGEBRA (0)
Four hours lecture and one hour activity per week
A review of fundamental concepts of arithmetic, geometry and elementary algebra. Students who earn Credit in this course and in MATH 095 satisfy the Entry Level Mathematics (ELM) requirement. This course is offered Credit/No Credit only. Credit will not apply toward the baccalaureate degree but will apply as 5 units of University Credit.
Graded Credit/No Credit

MATH 95 INTERMEDIATE ALGEBRA (0)
Four hours lecture and one hour activity per week
Prerequisite: MATH 094 or an appropriate Entry Level Mathematics Score
A review of concepts of geometry and intermediate algebra with applications. Students who earn Credit in this course satisfy the Entry Level Mathematics (ELM) requirement. This course is offered Credit/No Credit only. Credit will not apply toward the baccalaureate degree but will apply as 5 units of University Credit.
Graded Credit/No Credit

MATH 101 COLLEGE ALGEBRA (3)
Three hours lecture per week
Prerequisite: A passing score on the Entry Level Mathematics Examination
Topic include: basic set theory, number systems and their algebraic properties; systems of equations and inequalities; basic analytic geometry, matrix algebra and elementary functions; and problem solving.

MATH 105 PRE-CALCULUS (4)
Four hours lecture per week
Prerequisite: A passing score on the Entry Level Mathematics Examination
Topics include: number systems and their algebraic properties; systems of equations and inequalities; basic analytic geometry of lines and conic sections; elementary functions including polynomial, rational, exponential, and logarithmic, with emphasis on trigonometric functions, fundamental theorem of algebra and theory of equations; polar equations and curves. A lab fee is required.

MATH 108 MATHEMATICAL THINKING (3)
Three hours lecture per week
Prerequisite: A passing score on the Entry Level Mathematics examination or MATH 095
Presents the diversity of mathematics and the spirit in which it is employed in various situations, including different problem-solving strategies, inductive-deductive reasoning, paradoxes, puzzles and mathematical modeling. The contributions of various cultures and influences of other disciplines to mathematical thinking are studied.
GenEd: B3

MATH 137 STRATEGIES AND GAME DESIGN (3)

Three hours lecture per week

Prerequisite: A passing score on the Entry Level Mathematics Examination

This course introduces mathematics to the analysis of games. The principles of game theory including graphs, logic, algebra, geometry and probability are connected to game design, computer graphics and game strategies in various contexts. Applicable algorithms and techniques are demonstrated through appropriate computer gaming examples.

GenEd: B3

MATH 140 CALCULUS FOR BUSINESS APPLICATIONS (3)

Three hours lecture per week

Prerequisite: A passing score on the Calculus Placement Examination or MATH 101 or MATH 105

An integrated course in analytic geometry and calculus in the context of business and economics applications. Functions, limits, derivatives, integrals and mathematical modeling are used in problem solving in decision making context.

GenEd: B3

MATH 150 CALCULUS I (4)

Four hours lecture per week

Prerequisite: Passing scores on the Calculus Placement Examination or MATH 105

A course in analytic geometry and calculus. Topics include: elementary and transcendental functions, their properties, limits, derivatives, integrals and mathematical modeling. A lab fee is required.

GenEd: B3

MATH 151 CALCULUS II (4)

Four hours lecture per week

Prerequisite: MATH 150

Topics include: differentiation, integration, sequences, infinite series, and power series. A lab fee is required.

MATH 201 ELEMENTARY STATISTICS (3)

Three-hour lecture per week

Prerequisite: A passing score on the Entry Level Mathematics Exam (ELM) or Math 105 or Math 101

Critical reasoning using a quantitative and statistical problem-solving approach to solving real-world problems. Topics include: probability and statistics, sample data, probability and empirical data distributions, sampling techniques, estimation and hypothesis testing, ANOVA, and correlation and regression analysis. Students will use standard statistical software to analyze real world and simulated data.

GenEd: B3

MATH 202 BIOSTATISTICS (3)

Three hours lecture per week

Prerequisite: A passing score on the Entry Level Mathematics Exam (ELM) or MATH 105 or equivalent

Critical reasoning using a quantitative and statistical problem-solving approach to solve real-world problems. Uses probability and statistics to describe and analyze biological data collected from laboratory or field experiments. Course will cover descriptions of sample data, probability and empirical data distributions, sampling techniques, estimation and hypothesis testing, ANOVA, and correlation and regression analysis. Students will use standard statistical software to analyze real world and simulated data. A lab fee is required.

Same as PSY 202

GenEd: B3

MATH 208 MODERN MATHEMATICS FOR ELEMENTARY TEACHING I-NUMBERS AND PROBLEM SOLVING (3)

Three hours lecture per week

Prerequisite: MATH 101

Current issues of modern math curriculum including abstract thinking and problem solving approaches to teaching. Content covers systems of numeration, nature of numbers and fundamental operations, relations and functions, properties of integers, rational and real numbers, and mathematical modeling. Problem solving strategies and geometric interpretations are stressed. Designed for students intending to teach in K-8. This course is not open to students who have credit for Calculus. A lab fee is required.

GenEd: B3

MATH 230 LOGIC AND MATHEMATICAL REASONING (3)

Three hours lecture per week

Introduction to modern deductive logic. Critical thinking and abstract approaches to common language. Includes abstract sets and number sets, relations, prepositional logic, common language cases, and theory of quantification.

GenEd: A3, B3

MATH 240 LINEAR ALGEBRA (3)

Three hours lecture per week

Prerequisite: MATH 151

Topics include: matrices, linear systems of equations, determinants, vectors in 2 and 3 dimensions, eigenvalues, the vector space Rn , linear transformations, introduction to general vector spaces and applications. A lab fee is required.

MATH 250 CALCULUS III (3)

Three hours lecture per week

Prerequisite: MATH 151 with a grade of C or better

Topics include: functions of several variables, solid analytic geometry, partial differentiation, multiple integrals with applications; vector analysis, and line and surface integrals. A lab fee is required.

MATH 300 DISCRETE MATHEMATICS (3)

Three hours lecture per week

Prerequisite: MATH 230

Topics include: Sets, algebraic systems, axioms, definitions, propositions and proofs. Combinatorics, graph theory, moduli calculus. Coding, coding errors and Hamming codes. Students are expected to write mathematical proofs, and communicate mathematical ideas clearly in written and oral form.

MATH 301 DISCRETE MATHEMATICS FOR IT (3)

Three hours lecture per week

Applications of sets, logic, algebraic systems, combinatorics, graph theory, moduli calculus in information technology. Basic coding, coding errors and Hamming codes and applications.

MATH 308 MODERN MATHEMATICS FOR ELEMENTARY SCHOOL TEACHING II-GEOMETRY, PROBABILITY AND STATISTICS (3)

Three hours lecture per week

Prerequisite: MATH 208 or Consent of Instructor

Current issues of modern math curriculum including abstract thinking and problem solving approaches to teaching. Content covers systems of geometry and geometric interpretation of real numbers, geometric constructions, mathematical modeling, basic probability and statistics. Problem solving strategies are stressed. Designed for students intending to become elementary school teachers. A lab fee is required.

MATH 318 MATHEMATICS FOR SECONDARY SCHOOL TEACHERS (3)

Three hours lecture in the computer lab per week

Prerequisite: MATH 150

Current issues of modern secondary school math curriculum including abstract thinking, technology use and problem solving approaches to teaching. Content is geometry based, but selected topics from algebra, precalculus, and calculus will be discussed. Designed for students intending to teach. Service learning project required. A lab fee is required.

MATH 329 STATISTICS FOR BUSINESS AND ECONOMICS (3)

Three hours lecture in the lab per week

Introduction to modern statistical methods used in business and economic analysis. Topics include: sampling, probability, various distributions, correlation and regression, statistical inferences, hypothesis testing, problem solving and the consequences to underlying economical systems. A lab fee is required.

GenEd: B3

MATH 330 MATHEMATICS AND FINE ARTS (3)

Three hours lecture in the lab per week

Prerequisite: A passing score on the Entry Level Mathematics examination, or MATH 095

The course is specially designed for students interested in fine arts, with the emphasis on understanding geometric patterns and concepts by self-explorations. The course creates a vast reservoir of art-related examples and hands-on experiences, and will give an innovative mathematical background for future artistic endeavors of students. A lab fee is required.

GenEd: B3, Interdisciplinary

MATH 331 HISTORY OF MATHEMATICS (3)

Three hours lecture per week

Study of breakthrough mathematical ideas and their creators, including historical and scientific context. Important concepts of current mathematics are studied: inception, development, difficulties, significance and various viewpoints will be presented. Lecture-discussion. At least one significant writing assignment is required.

GenEd: B3, D, Interdisciplinary

MATH 345 DIGITAL IMAGE PROCESSING (3)

Three hours lecture in the lab per week

Prerequisite: Consent of Instructor

An introduction to the basic concepts and techniques for digital image restoration and enhancement, analysis, coding and compression. The emphasis is on processes which analyze primarily two-dimensional discrete images represented at the pixel level, including filtering, noise reduction and segmentation. Fourier analysis techniques will be explored. Programming exercises will be used to implement the various processes, and their performance on synthetic and real images will be studied.

Same as PHYS 345, COMP 345

GenEd: B1, B4, Interdisciplinary

MATH 350 DIFFERENTIAL EQUATIONS AND DYNAMICAL SYSTEMS (3)

Three hours lecture per week

Prerequisite: MATH 250 (may be taken concurrently)

Topics include: ordinary differential equations, existence and uniqueness of solutions. Linear equations. Laplace methods. Flows and diffeomorphisms, limit sets, iterations of maps. Positive entropy systems, chaotic behavior of trajectories. A lab fee is required.

MATH 351 REAL ANALYSIS (3)

Three hours lecture per week

Prerequisite: MATH 240 and MATH 250

Topics include: real number system, metric spaces, norms, function spaces, continuity, differentiability, integrability of functions, sequences and series.

MATH 352 PROBABILITY AND STATISTICS (3)

Three hours lecture per week

Prerequisite: MATH 151

Topic include: data gathering, analysis and display. Validity of sampling methods and statistical conclusions. Probability, conditional probability, Bayes' Theorem, discrete and continuous random variables and their distribution (e.g., binomial, Poisson, hypergeometric, negative binomial, normal, exponential, gamma), moments, bivariate distributions, transformations of random variables, central and other limit theorems. Bayesian estimates, tests of hypotheses, nonparametric tests, decision theory. Modern computer software applications in statistics. A lab fee is required.

MATH 354 ANALYSIS OF ALGORITHMS (3)

Three hours lecture per week

Prerequisite: MATH 300 and some computer programming experience

Computer-oriented study of seminumerical and non-numerical algorithms. Topics include: sorting, tree searching, generation of combinatorial structures, algorithm proof techniques, best algorithms, programming complexity, and string matching.

MATH 393 ABSTRACT ALGEBRA I (3)

Three hours lecture per week

Prerequisite: MATH 240 or Consent of Instructor

Groups, rings, and fields, the basic algebraic structures in contemporary mathematics.



MATH 399 MODERN TOOLS IN MATHEMATICS (1)
Three hours laboratory per week
Modern tools and software based problem solving in mathematics. Repeatable up to 4 units.
Graded Credit/No Credit

MATH 429 OPERATIONS RESEARCH (3)
Three hours lecture per week
Prerequisite: MATH 329 or MATH 352 or equivalent
Introduction to applied mathematical methods in management sciences. Topics include: linear programming, managerial optimization methods, duality and equilibrium theorems, the simplex method, development of tools and methods required to make decisions and to solve operational problems in economy, decision and risk analysis, modeling and game theory. Topics of parametric programming, large-scale methods, generalized programming.

MATH 430 RESEARCH DESIGN AND DATA ANALYSIS (3)
Three hours laboratory per week
Prerequisite: PSY/MATH 202 with a grade of C or better or MATH 352
Discussion of experimental design, sampling methods, data collection, and methods of data analysis related to scientific fields. A lab fee is required.
GenEd: A3, B3, Interdisciplinary

MATH 437 MATHEMATICS FOR GAME DEVELOPMENT (3)
Three hours lecture per week
Prequisites: MATH 137 or MATH 300
This course covers the application of basic algebra, Newtonian physics, computational mechanics, linear algebra, probability, and differential equations to game development and computer graphics. Applicable algorithms and techniques are demonstrated through appropriate computer gaming examples.
GenEd: B3, Interdisciplinary

MATH 438 PHILOSOPHY OF MATHEMATICS (3)
Three hours lecture per week
Topics include infinity, paradoxes, Goedel's incompleteness theorems, whether mathematics is discovered or invented, why mathematical knowledge requires proof, whether mathematics is objective truth or social convention, and the identification of types of mathematical objects.
GenEd: A3, B3, Interdisciplinary

MATH 445 IMAGE ANALYSIS AND PATTERN RECOGNITION (3)
Three hours lecture in the lab per week
Prerequisite: PHYS/COMP/MATH 345 or Consent of Instructor
The course addresses the issue of analyzing the pattern content within an image. Pattern recognition consists of image segmentation, feature extraction and classification. The principles and concepts underpinning pattern recognition, and the evolution, utility and limitations of various techniques (including neural networks) will be studied. Programming exercises will be used to implement examples and applications of pattern recognition processes, and their performance on a variety of diverse synthetic and real images will be studied.
Same as PHYS 445, COMP 445
GenEd: B1, B4, Interdisciplinary

MATH 448 SCIENTIFIC COMPUTING (3)
Three hours lecture in the lab per week
Prerequisite: MATH 151 and MATH 350 or COMP 151
Topics include: techniques of applied mathematics, solution of equations, finite differences, and wavelets. A lab fee is required.
GenEd: B3, B4, Interdisciplinary

MATH 450 PARTIAL DIFFERENTIAL EQUATIONS AND MATHEMATICAL PHYSICS (3)
Three hours lecture per week
Prerequisite: MATH 350 or Consent of Instructor
Topics include: vector field theory and Fourier analysis.

MATH 451 COMPLEX ANALYSIS (3)
Three hours lecture per week
Prerequisite: MATH 240 and MATH 250
Topics include: complex variable, analytic functions, complex integration, power series and conformal mappings.

MATH 452 COMPUTATIONAL BIOINFORMATICS (4)
Four hours lecture in the lab per week
Prerequisite: Programming experience and Statistics, or Consent of Instructor
Basic computational models used in molecular biology will be introduced. Topics include algorithms for string alignments, dynamic programming, structural superposition algorithms, computing with differential information, 3D motifs, Hidden Markov Models, phylogenetic trees, statistical/ information techniques for pattern recognition, genetic algorithms.
Same as COMP 452

MATH 480 DIFFERENTIAL AND RIEMANNIAN GEOMETRY (3)
Three hours lecture per week
Prerequisite: MATH 351
Topics include: Implicit Function theorem. Differentials, Riemannian manifolds, curvature, local isometries, Gauss-Bonnet Theorem.

MATH 482 NUMBER THEORY AND CRYPTOGRAPHY (3)
Three hours lecture per week
Prerequisite: MATH 300
Topics include: Divisibility, prime numbers, unique factorization theorem, congruences, solutions of linear congruences, solutions of quadratic congruences, Fermat's Little Theorem, Wilson's Theorem, and Euler's phi function, Cryptography.

MATH 484 ALGEBRAIC GEOMETRY AND CODING THEORY (3)
Three hours lecture per week
Prerequisite: MATH 393
Study of algebraic varieties over algebraically closed fields. Modern application to coding theory.

MATH 490 TOPICS IN MODERN MATHEMATICS (3)
Three hours lecture per week
Prerequisite: Upper Division Standing
New developments in mathematics. Repeatable by topic.

MATH 492 INTERNSHIP (1-3)
Variable hours per week
Prerequisite: Upper Division Standing and Program approval of written proposal
Supervised work and study in educational, industrial or scientific setting involving development of degree related skills. All students are required to present their projects at the Senior Colloquium.

MATH 493 ABSTRACT ALGEBRA II (3)
Three hours lecture per week
Prerequisite: MATH 393
Field extensions, Galois theory, rings and modules, and further topics on groups, rings, and fields.

MATH 494 INDEPENDENT RESEARCH (1-3)
Variable hours per week
Prerequisite: Senior standing and Program approval of written proposal
Supervised project involving theoretical research in the field of mathematics or its applications. All students are required to present their projects at the Senior Colloquium.

MATH 497 DIRECTED STUDIES (3)
Variable hours per week
Prerequisite: Program approval of written proposal
Supervised project involving library research in the field of mathematics or its applications. All students are required to present their projects at the Senior Colloquium.

MATH 499 SENIOR COLLOQUIUM (1)
One hour of seminar per week
Prerequisite: Senior Standing
Oral presentations of current advancement in the field, and reports on students' projects. Repeatable.

MATH 510 PROBABILISTIC METHODS AND MEASURE THEORY (3)
Three hours lecture per week
Prerequisite: Admission to the Computer Science or Mathematics Graduate Program
Introduction to probabilistic methods. Topic include: sigma algebras, measures, integrals, Lebesgue measure, main convergence results and the change of variable results for integrals. Probabilistic methods in computational sciences are studied.

MATH 511 FUNCTIONAL ANALYSIS (3)
Three hours lecture per week
Prerequisite: Admission to the Computer Science or Mathematics Graduate Program
Topics include: metric spaces, function spaces, normed vector spaces, linear operators. Banach spaces, Hilbert space, Spectral theory, and fundamental theorems in functional analysis. Applications in various fields including computer science, bioinformatics, and statistical analysis.

MATH 513 ADVANCED ALGEBRA (3)
Three hours lecture per week
Prerequisite: Admission to the Computer Science or Mathematics Graduate Program
Topics include: Techniques of Group Theory, Rings Fields, Modules, Galois Theory, Algebraic Number Theory, Algebraic Geometry, Techniques of Linear Algebra, Noncommutative Algebra, and Homological Algebra.

MATH 555 ACTUARIAL SCIENCES (3)
Three hours lecture per week
Prerequisite: Admission to the Computer Science or Mathematics Graduate Program
The course provides a sound grounding in the mathematical, statistical and financial concepts needed for actuarial work, including technical and communication skills. Topics include: probability, statistics, data analysis, mathematical modeling, risk analysis, pension plans, financial economics, and time series. Various software packages are used.

MATH 565 RESEARCH IN MATHEMATICS EDUCATION (3)
Three hours lecture per week
Prerequisite: Admission to the Computer Science or Mathematics Graduate Program
Mathematical research methods in education. Current issues of college level curriculum including systems of geometry, algebra, precalculus, calculus, probability and statistics, linear algebra, differential equations, and discrete mathematics.

MATH 581 MATHEMATICAL METHODS IN ARTIFICIAL INTELLIGENCE (3)
Three hours lecture in the lab per week
Prerequisite: Admission to the Computer Science or Mathematics Graduate Program
This course presents several branches of mathematics that provide computational basis for Artificial Intelligence. The course covers Trees and Search, The Concepts of Predicate Logic, The Theory of Resolution, Nonmonotonic Reasoning, Probability Theory, Bayesian Networks, Fuzziness and Belief Theory, Classifier Systems, Math for Neural Networks, Elements of Statistics, Decision Trees and Optimization.
Same as COMP 581



MATH 582 NUMBER THEORY AND CRYPTOGRAPHY (3)
Three hours lecture per week
Prerequisite: Admission to the Computer Science or Mathematics Graduate Program
Topics include: Number theory, finite fields, polynomial rings, elliptic curves, public-key cryptography, zero-knowledge protocols, primality testing, factorization algorithms and applications.

MATH 584 ALGEBRAIC GEOMETRY AND CODING THEORY (3)
Three hours lecture per week
Prerequisite: Admission to the Computer Science or Mathematics Graduate Program
Topics include: Algebraic varieties over algebraically closed fields and finite fields, Hamming codes, cyclic codes, BCH codes, alternant codes, Goppa codes, and codes on graphs.

MATH 587 MARKOV CHAINS AND MARKOV PROCESSES (3)
Three hours lecture per week
Prerequisite: Admission to the Computer Science or Mathematics Graduate Program
Topics include: Central Limit Theorem, Law of Large Numbers, Convergence Theorems, Markov Chains and Markov Processes. Applications in other fields, such as bioinformatics and computer science.

MATH 588 STOCHASTIC ANALYSIS (3)
Three hours lecture per week
Prerequisite: Admission to the Computer Science or Mathematics Graduate Program
Topics include: Brownian motion, stochastic integrals, conditional expectation, Kolmogorv's Theorem, applications of Lebesgue Dominated Convergence Theorem. Introduction to Stochastic Differential Equations will be given.

MATH 590 GRADUATE TOPICS IN MATHEMATICS (3)
Three hours lecture per week
Prerequisite: Graduate standing/ Undergraduate seniors
New developments in mathematics. Repeatable by topic.

MATH 597 MASTER THESIS (1-9)
Three hours lecture per week
Prerequisite: Admission to the Computer Science or Mathematics Graduate Program
Supervised research in mathematical sciences or applications. Required to present research at Graduate Seminar.

MATH 598 MASTER PROJECT (1-9)
Three hours lecture per week
Prerequisite: Admission to the Computer Science or Mathematics Graduate Program
Supervised industrial, educational or scientific project involving use of advanced mathematical methods. Required to present projects at the Graduate Seminar.

MATH 599 GRADUATE SEMINAR (1)
Three hours lecture per week
Prerequisite: Graduate standing in MS Math or MS Computer Science, or Consent of Instructor
Oral presentations of current work in mathematics by local and outside speakers; student thesis and project presentations. Repeatable.

MANAGEMENT

MGT 307 MANAGEMENT OF ORGANIZATIONS (3)
Three hours lecture per week
Principles, methods and procedures planning, organizing, leading, and controlling people within organizations. Topics include the history of management thought, organizational culture and design, decision-making, managerial communication, and strategic management.

MGT 310 MANAGEMENT OF INTERNATIONAL BUSINESS (3)
Three hours lecture per week
Identification and analysis of management systems in cross-border environments. Explores the impact of economic, social, cultural, and political variables on the conduct of profit-making business. Extensive use of case analysis, and performance of a country study project.

MGT 325 ENTREPRENEURIAL MANAGEMENT (3)
Three hours lecture per week
Explores the management of start-up and small businesses. Concentrates on initial strategy, location, financing, staffing, daily activities, controls and taxes. Students develop a business plan for a small business.

MGT 326 SCIENTIFIC AND PROFESSIONAL ETHICS (3)
Three hours lecture per week
Discussion of ethical issues and societal challenges derived from scientific research and professional activities. Examines the sources, fundamental principles, and applications of ethical behavior; the relationship between personal ethics and social responsibility of organizations; and the stakeholder management concept. Applies ethical principles to different types of organizations: business, non-profits, government, health care, science/ technology, and other professional groups. Topics also include integrity of scientific research and literature and responsibilities of scientists to society, intellectual property, ethical practices in professional fields, ethical dilemmas in using animal or human subjects in experimentation, gene cloning, animal cloning, gene manipulation, genetic engineering, genetic counseling, and ethical issues of applying biotechnology in agricultural fields.
Same as BIOL 326
GenEd: D

MGT 421 HUMAN RESOURCE MANAGEMENT (3)
Three hours lecture per week
Prerequisite: MGT 307
Examines principles, methods and procedures in the management of human resources. Topics include developing planning objectives for HR management, legal compliance, job analysis, recruiting, selection, training, compensation and employee relations.

MGT 422 STRATEGIC PLANNING (3)
Three hours lecture per week
Prerequisite: MGT 307
Examines principles, methods and procedures for strategic planning for all types of organizations. Topics include developing missions, strategies, tactics, goals/objectives, strategic divisions, internal and external environmental analysis, strategic implementation and monitoring/control mechanisms. Strategic planning is explored for both non-profit and for-profit organizations. Special emphasis will be given to the development of realistic strategic plans that can be implemented, measured and controlled in a real world environment.

MGT 424 ORGANIZATIONAL BEHAVIOR (3)
Three hours lecture per week
Prerequisite: MGT 307 or by Instructor Consent
An application of behavioral science theory and concepts with a focus on individual, interpersonal and group processes in a diverse work force. Topics include personality traits, emotions, values, work attitudes, work motivation, organizational politics, group effectiveness and conflict. Extensive use of individual and group case analysis.
Same as PSY 424

MGT 426 MANAGEMENT OF HEALTHCARE ORGANIZATIONS (3)
Three hours lecture per week
Prerequisite: MGT 307
Explores the principles of management of organizations and applies them to the unique environment of healthcare organizations. Topics include volatile environment, escalating costs, identification of stakeholders, organizational design, use of technology, quality control, and special issues in healthcare management (bio-ethics, chemical dependency, stress, workforce diversity).

MGT 428 CONTRACT MANAGEMENT (3)
Three hours lecture per week
Prerequisite: MGT 307
Explores the study of procurement planning, negotiation, and contract administration, including the determination of need, basic contract law, methods of procurement and fundamentals of management techniques. Topics include procurement organizations, acquisition planning, source selection, pricing, types of contracts, negotiating techniques, structuring incentives, the terms and conditions of contracts, and managing contract progress.

MGT 429 PROGRAM MANAGEMENT (3)
Three hours lecture per week
Prerequisite: MGT 307
Examines principles, methods, and procedures in the management of programs in public organizations. Topics include government acquisition policies, strategies, plans, and procedures, risk management, program planning, scheduling, managing, and monitoring, cost and performance evaluation, and program policy development and implementation.

MGT 471 PROJECT MANAGEMENT (3)
Three hours lecture per week
Prerequisite: MGT 307
Presents the principles of project management, which is a special form of work organization that focuses on a one-time objective. Discusses all aspects of project management: definition of objectives, selection of team and other resources, establishing timing and sequences, creation of monitoring and control processes, and development of analysis and reporting mechanisms.

MGT 490 SPECIAL TOPICS (3)
Three hours seminar per week
Prerequisite: Consent of Instructor
In-depth analysis of current topics in management. Topics vary each semester. Repeatable by topic.

MGT 492 SERVICE LEARNING/ INTERNSHIP (1-3)
Six hours per week
Prerequisite: Consent of Instructor
Individual internship through service learning.
Graded Credit/No Credit

MGT 497 DIRECTED STUDY (1-3)
Variable hours per week
Prerequisite: Consent of Instructor
Individual contracted study on topics or research selected by the student and faculty mentor. Repeatable for up to nine units.
Graded Credit/No Credit

MANAGEMENT INFORMATION SYSTEMS

MIS 310 MANAGEMENT INFORMATION SYSTEMS (3)
Three hours lecture per week
Prerequisite: COMP 101 or equivalent
Examines application of computer-based information systems to the management of organizations. Topics include use of information to further the organization's mission and strategy, the role of users, the architecture of information, and development of decision-support processes for managers.

MIS 490 SPECIAL TOPICS (3)
Three hours per week
In-depth analysis of current topics in computer information systems. Topics vary each semester. Repeatable by topic.

MIS 492 SERVICE LEARNING/ INTERNSHIP (3)
Six hours per week
Prerequisite: Consent of Instructor
Enrollment in this course is with permission of faculty member in charge. Individual internship through service learning.
Graded Credit/No Credit

MIS 497 DIRECTED STUDY (1-3)
Variable hours per week
Prerequisite: Consent of Instructor
Individual contracted study on topics or research selected by the student and faculty mentor. Repeatable for up to nine units.
Graded Credit/No Credit

MARKETING

MKT 310 PRINCIPLES OF MARKETING (3)
Three hours lecture per week
Presents and analyzes the fundamental principles, methods and procedures in modern marketing: planning, pricing, distribution, and promotion. Topics include creating customer value and satisfaction, strategic planning, marketing process and environment, research and information systems, consumer markets and consumer buyer behavior, business markets and business buyer behavior, segmentation, product and services strategy, new-product development and product life cycle strategies, pricing, communications, direct and on-line marketing, and social responsibility and marketing ethics.

MKT 311 CONSUMER BEHAVIOR (3)
Three hours lecture per week
Prerequisite: MKT 310
A comprehensive study of behavioral models and concepts designed to help understand, evaluate, and predict consumer behavior. Deepens a student's knowledge about consumer psychology and applies the knowledge from the perspective of a marketing manager. Stresses analytical thinking about consumer psychology and prediction of how marketing tactics may influence demand for products and services.

MKT 409 MARKETING RESEARCH (3)
Three hours lecture per week
Prerequisite: MKT 310
Fundamentals of marketing research including design, implementation, analysis, interpretation, and reporting. Develop skills in defining research problems, designing surveys, experiments and observational studies, managing data collection, performing data analysis, and communicating results. Emphasis is on the use of marketing research as a component of marketing strategy (making extensive use of statistical techniques).

MKT 410 INTERNATIONAL MARKETING MANAGEMENT (3)
Three hours seminar per week
Prerequisite: MKT 310
Develops a knowledge of culture, environment, and world market potential. The focus is developing an environmental/cultural approach to global marketing. Topics covered include: cultural and social forces, political and regulatory climate, global buyer behavior, and global marketing strategies. Cases, research, and marketing plans are used to apply marketing concepts to global opportunities and environments.

MKT 411 NEW PRODUCT DEVELOPMENT AND MANAGEMENT (3)
Three hours seminar per week
Prerequisite: MKT 310
Develops the managerial skills and perspectives that contribute to innovative and entrepreneurial new product development and management. Topics include analysis of consumer needs, market analysis, paradigmatic limits to thinking, new product design and development, creativity, innovation, forecasting, resource requirements, product liability issues, and managing new ventures. Managerial roles, team building, team facilitation will also be emphasized.

MKT 490 SPECIAL TOPICS (3)
Three hours seminar per week
Prerequisite: Consent of Instructor
In-depth analysis of current topics in marketing. Topics vary each semester. Repeatable by topic.

MKT 492 SERVICE LEARNING/ INTERNSHIP (3)
Six hours per week
Prerequisite: Consent of Instructor
Individual internship through service learning.
Graded Credit/No Credit

MKT 497 DIRECTED STUDY (1-3)
Variable hours per week
Prerequisite: Consent of Instructor
Individual contracted study on topics or research selected by the student and faculty mentor. Repeatable for up to nine units.
Graded Credit/No Credit

NURSING

NRS 110 MOOPARK COLLABORATIVE I (8.5)
Four hours lecturer per week
13.5 hours laboratory per week
Introduction of the nursing process as the foundation for nursing practice, the nursing skills and principles necessary to implement the process, and the roles of the nurse as care provider, manager and contributor to the profession. Nursing values of caring, integrity, ethical practice, diversity, education, service and quality are emphasized. Based on the concepts of Orem's Self Care Model, the focus is on assessment, identifying the client's universal self-care requisites: air, water, food, elimination, integument, musculoskeletal, respiratory, gastrointestinal, genitourinary, and neurological system including sleep, comfort and pain will be covered. Nursing actions relate to health promotion and deviations; endocrine, cardiac and respiratory will be addressed.
Graded Credit/No Credit

NRS 120 MOORPARK COLLABORATIVE II (9.5)
Five hours lecture per week
13.5 hours laboratory per week
Prerequisite: NRS 110
Introduction of the nursing process as it applies to the selected adult, geriatric and pediatric populations with nursing actions related to health promotion and deviations: pregnancy/ complications, fetal development, labor and delivery, postpartum and newborn periods, pediatrics, women's health, gastrointestinal, fluid and electrolyte, peripheral vascular, musculoskeletal, sensory, skin integrity and hematology. Focus on universal self-care requisites: related to the pediatric population in air, water, food, elimination, integument, musculoskeletal, respiratory, gastrointestinal, genitourinary, and neurological systems including sleep, comfort and pain will be covered. Nursing interventions to the particular populations will be covered.
Graded Credit/No Credit



NRS 130 **MOORPARK COLLABORATIVE III (10)**

Five hours lecture per week
15 hours laboratory per week
Prerequisite: NRS 120
Focuses on Orem's Self Care Model and critical thinking in the application of the nursing process in selected adult, geriatric, pediatric, family and group/care-giver populations with nursing actions related to health promotion and deviations. Psycho-social, mental illness, neurological, genital urinary, hepatic and endocrine disorders are covered. Diagnostic measures, medical therapeutic modalities, pharmacology and medication administration, nutrition, culture and bio-psycho-social-spiritual concepts with preventive, supportive and rehabilitate nursing are incorporated. The legal, ethical considerations, growth and development as related to the client's therapeutic self-care demands are addressed.
Graded Credit/No Credit

NRS 200 **INTRODUCTION TO PROFESSIONAL NURSING PRACTICE (2)**

Two hours lecture per week
Prerequisite: Admission to Clinical Nursing Program
Corequisite: NRS 201. Theory is exercised in corequisite courses.
Provides the entry level nursing student with an overview of the art and science of nursing, including the philosophy, organizing theory, and desired outcomes of the nursing program. Introduces the core concepts, principles, basic assessment and clinical skills common to all areas and levels of nursing practice. Familiarizes the student with the components and use of the nursing process and presents the delivery of nursing care based on the Neuman Systems Model. Describes the dimensions of the professional role as provider of care, teacher, advocate, coordinator of care, and member of the profession.

NRS 201 **INTRODUCTION TO PROFESSIONAL NURSING PRACTICE LAB (2)**

Six hours lab per week
Prerequisite: Admission to Clinical Nursing Program
Corequisite: NRS 200
Provides the opportunity for the student to practice assessment skills and apply basic therapeutic nursing interventions in the clinical setting within the context of the Neuman systems Model. Includes clinical experiences in the ambulatory and/or acute or long-term health care settings, as well as simulated experiences in the on-campus Nursing Skills Laboratory. Lab fee is required.

NRS 203 **THERAPEUTIC NURSING COMMUNICATION LABORATORY (1)**

Three hours laboratory per week
Prerequisite: Admission to the Clinical Nursing Program or instructor consent
Corequisite: NRS 200 and NRS 201
Intensive clinical laboratory in which interpersonal and group therapeutic communication skills are developed. Designed to prepare students to use therapeutic communication skills while functioning in individual nurse-client relationships and in leadership or education roles occurring in group settings involving other professionals, clients, families, and communities.
Graded Credit/No Credit

NRS 204 **PHARMACOLOGY OF NURSING PRACTICE (2)**

Two hours lecture per week
Prerequisite: Admission to the Clinical Nursing Program or instructor consent
Corequisite: NRS 200 and NRS 203. Theory is exercised in corequisite courses.
Provides opportunities to incorporate therapeutic modalities with individuals experiencing anxiety, crisis, depression, and dysfunctional interpersonal relationships. Focuses on promotion of mental health from the system-based perspective in diverse clinical settings.

NRS 220 **NURSING CARE OF ADULTS WITH ACUTE AND CHRONIC ILLNESS I (2)**

Two hours lecture per week
Prerequisite: NRS 200, NRS 201, NRS 203, and NRS 204
Corequisite: NRS 221
Presents principles of nursing care delivery for adult individuals experiencing medical-surgical health care problems and mild to moderate disorders of the integumentary, sensory, musculoskeletal, gastrointestinal, cardiovascular, and immune systems. Uses the Neuman Systems Model to guide nursing practice and achieve desired therapeutic outcomes.

NRS 221 **NURSING CARE OF ADULTS WITH ACUTE AND CHRONIC ILLNESS LAB I (2)**

Six hours laboratory per week
Prerequisite: NRS 200, NRS 201, NRS 203 and NRS 204
Corequisite: NRS 220
Provides the opportunity to apply nursing theory and concepts to the delivery of health care to adult medical-surgical clients in an acute care clinical setting. Nursing care is provided through the use of the nursing process and the Neuman Systems Model. Emphasizes the professional role of the nurse in managing clients under stress. Lab fee required

NRS 222 **NURSING CARE OF ADULTS WITH ACUTE AND CHRONIC LLNESS II (4)**

Two hours lecture per week
Prerequisite: NRS 220 and NRS 221
Corequisite: NRS 223
Continues the study of principles of nursing care delivery for individuals and families experiencing medical-surgical health care problems involving disorders of the endocrine, respiratory, hematological, renal and genitourinary, and neurological body systems and those with acute cardiac and oncological conditions. Uses the Neuman Systems Model and the nursing process as the foundation for standard therapeutic interventions for individuals in stress.

NRS 223 **NURSING CARE OF ADULTS WITH ACUTE AND CHRONIC ILLNESS LAB II (4)**

Twelve hours lab per week
Prerequisite: NRS 220 and NRS 221
Corequisite: NRS 222 Theory is exercised in corequisite courses
Provides the opportunity to apply nursing theory and concepts in the delivery of health care to adult medical-surgical patients in an acute care clinical setting. Nursing care is provided through use of the nursing process and the Neuman Systems Model. Emphasizes the increasing complexity of the professional role of the nurse.



NRS 230 **NURSING CARE OF INFANTS, CHILDREN AND FAMILIES (4)**

Four hours lecture per week
Prerequisite: NRS 200, NRS 201, NRS 203 and PSY 213
Corequisite: NRS 220, NRS 221 and NRS 231
Presents nursing concepts and theory related to health care of the newborn infant, toddler, school-aged child, adolescent, and the family. Focuses on the care of families during childbearing and childrearing years and includes both normal, high-risk conditions, and acute illness. Emphasizes health promotion, growth and development, and application of the Neuman Systems Model and the nursing process to promote adaptation.

NRS 231 **NURSING CARE OF INFANTS, CHILDREN AND FAMILIES LAB (4)**

Twelve hours lab per week
Prerequisite: NRS 200, NRS 201, NRS 203, NRS 204 and PSY 213
Corequisite: NRS 220, NRS 221, and NRS 230
Provides opportunities for application of the Neuman Systems Model and the nursing process in the direct care of the normal and high-risk childbearing and childrearing population. Places emphasis on teaching and health promotion for the newborn infant, toddler, school-aged child, adolescent, and the family in varied clinical settings. Lab fee required.

NRS 240 **PSYCHIATRIC AND MENTAL HEALTH NURSING (3)**

Three hours lecture per week
Prerequisite: NRS 200, NRS 201, NRS 203, NRS 204
Corequisite: NRS 241
Presents theories and concepts related to the care of individuals who require nursing interventions to achieve and maintain mental health. Focuses on use of self-therapeutic communication, and nursing process.

NRS 241 PSYCHIATRIC AND MENTAL HEALTH LABORATORY (2)

Six hours laboratory per week
Prerequisite: NRS 200, NRS 201, NRS 203, NRS 204 and admission to Clinical Nursing Program
Corequisite: NRS 240
Provides opportunities to incorporate therapeutic modalities with individuals experiencing anxiety, crisis, depression, and dysfunctional interpersonal relationships. Focuses on promotion of mental health from the system-based perspective in diverse clinical settings.

NRS 260 NUTRITION FOR THERAPEUTICS AND HEALTH (3)

Three hours of lecture per week.
Prerequisite: BIOL 211 and BIOL 217; Admission to Clinical Nursing Program and instructor consent
Provides an overview of the physiological and nutritional basis of health and wellness as related to development, growth, maturation and healthy lifestyles. Focuses on the scientific role of nutrition in health promotion and disease prevention and the therapeutic role of nutrient control in disease states.
Same as BIOL 260

NRS 306 PATHOPHYSIOLOGY (3)

Three hours lecture per week
Prerequisite: BIOL 210 and BIOL 211
Corequisite: Generic Student: NRS 220 and NRS 221 Theory is exercised in corequisite courses and content linked. RN-BSN students have no corequisites.
Examines related pathophysiological disruptions to normal system functioning and the impact of these alterations on the individual throughout the life span. Provides rationale for nursing interventions for common health problems involving the integumentary, sensory, musculoskeletal, gastrointestinal, cardiovascular, endocrine, respiratory, hematological, renal/genitourinary, and neurological body systems.
Same as BIOL 306

NRS 310 PROFESSIONAL ROLE TRANSITION FOR THE TRANSFER STUDENT (3)

Three hours lecture per week
Prerequisite: Admission to the RN-to-BSN Nursing Major
Corequisite: NRS 311
Provides the returning RN and /or the transfer student with the conceptual base for the practice of nursing, built around a core of theories and related concepts which will facilitate transition of the student into the baccalaureate nursing curriculum. Familiarizes the student with the components and use of the nursing process and presents the delivery of nursing care based on the Neuman Systems Model. Focus is on the roles of the professional nurse as advocate, educator, provider and coordinator of care.

NRS 311 PROFESSIONAL ROLE TRANSITION SEMINAR FOR THE REGISTERED NURSE (2)

Four hours lab per week
Corequisite: NRS 310
Provides the returning RN an opportunity to apply and discuss the nursing process and the delivery of nursing care based on the Neuman Systems Model in their work settings. The lab will focus on groups discussion of the implementation of the roles of the professional nurse as advocate, educator, provider and coordinator of care and facilitate transition of the student into the baccalaureate nursing curriculum.

NRS 342 COMPLEMENTARY AND ALTERNATIVE HEALTH (3)

Three hours lecture per week
Examines alternatives to conventional health approaches such as acupressure, herbal remedies, relaxation, therapeutic massage, naturopathy, qigong, and yoga. Emphasis on individual and social lifestyle approaches, legal and ethical barriers, governmental status and support.
Same as PSY 342
GenEd: C3B, E, Interdisciplinary

NRS 348 HEALTHY AGING (3)

Three hours lecture per week
PSY 348 Explores physical, cultural and psychosocial factors influencing health issues during the elderly years of life. Topics include aging stereotypes, cultural and family influences on the elderly, physiology of aging, lifestyles choices associated with healthy aging, and end of life care.
Same as PSY 348, SOC 348
GenEd: D, E, Interdisciplinary

NRS 350 NURSING RESEARCH (3)

Three hours lecture per week
Prerequisite: MATH/PSY 202 or equivalent. Admission to Clinical Nursing Program.
Introduction to the nursing research process and development of skills in reading, analyzing and critiquing research related to nursing. Promotes an understanding of the importance of research utilization in clinical practice.

NRS 352 HEALTH PROMOTION AND PATIENT EDUCATION STRATEGIES (3)

Three hours lecture per week
Prerequisite: NRS 222 and NRS 231 (Generic students only) or admission to RN-to-BSN Nursing major.
Application of the concepts regarding health education and health promotion. Examination of the theories, research, and practice essential patient education integration. The course explores the effects of developmental, motivational, and sociocultural factors on patient teaching, health education, and health promotion.

NRS 401 ADVANCED CLINICAL ASSESSMENT LAB (2)

Six hours of lab per week
Corequisite: NRS 420 and NRS 421
Advanced practice in clinical assessment including history taking, physical examination and documentation of findings, interpretation of diagnostic testing, psychosocial assessment techniques and health status assessment. Nursing care implications of monitoring and management of clients experiencing more complex medical-surgical health care problems with advanced technical interventions.

NRS 420 NURSING CARE OF THE COMPLEX CLIENT ACROSS THE CONTINUUM (3)

Three hours lecture per week
Prerequisite: NRS 222, NRS 223 and NRS 300
Corequisite: NRS 421 and NRS 401
Principles of nursing care delivery for patients and families experiencing more complex medical-surgical health care problems. Development of skills in managing the care of patients in the acute care setting and/or in the community in order to maintain maximum levels of function, manage symptoms, and increase quality of life. Focuses on nursing case management models, roles and strategies used for managing high-risk client populations and for providing comprehensive care coordination, brokerage, monitoring, discharge planning, client/family advocacy, and nursing interventions.

NRS 421 NURSING CARE OF THE COMPLEX CLIENT ACROSS THE CONTINUUM LABORATORY (3)

Nine hours lab per week
Prerequisite: NRS 222, NRS 223 and NRS 310 Admission to the Clinical Nursing Program.
Corequisite: NRS 420 and NRS 401
Application of nursing theory, management skills, and concepts in the delivery of nursing care to acutely ill/chronically ill adults with increasingly complex medical-surgical problems. Provision of nursing care to members of a high-risk population in the acute care setting from admission through discharge and in the home setting. Implementation of nursing case management strategies and intervention will be used for managing high-risk client populations and for providing cost effective and comprehensive care coordination, brokerage, monitoring.

NRS 441 HEALTH COMMUNICATION (3)

Three hours lecture per week
Prerequisite: COMM 320
Explores the evolution of health as a major topic in communication studies. Focuses on conversations between health practitioners and patients as well as public health campaigns.
Same as COMM 441
GenEd: D, Interdisciplinary

NRS 452 COMMUNITY HEALTH NURSING (3)

Three hours lecture per week
Prerequisite: ANTH 443, BIOL 432, NRS 240, NRS 241; Admission to Track 1B Clinical Nursing Program
Corequisite: NRS 453 and BIOL 432. Admission to Track 1B and RN to BSN.
Examines role of the professional nurse in working with clients, families and aggregates in the community setting. Explores contemporary public health problems and working collaboratively with the community as part of an interdisciplinary team. Assists the student in developing skills in community assessment, program planning and practice interventions to help identified populations within the community maintain their optimum level of health.

NRS 453 COMMUNITY HEALTH NURSING LAB (3)

Nine hours lab per week
Prerequisite: ANTH 443, BIOL 432, NRS 240, NRS 241; Admission to Track B1 Clinical Nursing Program
Corequisite: NRS 452 and BIOL 432 and Admission to Track 1B and RN to BSN Program
Provides clinical experience within an official agency of the public health system. Students work as a member of an interdisciplinary team, and focus on care management of clients receiving services from community agencies, allied clinical experiences and community assessment and planning. Students will identify populations within the community and assist them to maintain their optimum level of health.

NRS 460 NURSING LEADERSHIP AND PROFESSIONAL ISSUES (3)

Four hours lecture per week
Prerequisite: NRS 350. Admission to the Clinical Nursing Program.
Corequisite: NRS 461
Examines organizational theory and management practices applied to health care systems and contemporary issues affecting the delivery of health care and discipline and professional practice of nursing. Explores the role of the nurse manager as leader and change agent in the delivery of care to patient groups and communities within complex and diverse health care settings. Provides an overview of health care informatics systems, electronic health records, databases and information literacy.

NRS 461 NURSING LEADERSHIP LABORATORY (3)

Nine hours laboratory per week
Prerequisite: NRS 350. Admission to the Clinical Nursing Program
Corequisite: NRS 460
Clinical application of organizational theory and management practices in health care settings. Experience in working with health care informatics systems and data bases. Operationalizes the role of the nurse manager as leader and change agent in the delivery of care to patient groups and communities within complex and diverse health care settings.

NRS 488 TRANSITION TO PROFESSIONAL NURSING PRACTICE (2)

Two hours lecture per week
Prerequisite: NRS 452, NRS 453, Admission to the Clinical Nursing Program
Corequisite: NRS 420, NRS 421
Reviews the essentials of assessment, nursing diagnosis, goal setting, implementation and evaluation in multiple health deviations and across the life span. Assessment of the student's basic nursing knowledge will be performed using a standardized nursing examination. Clinical decision making in a variety of patient care situations and case scenarios with emphasis on utilization of the steps of the nursing care process.
Graded Credit/No Credit

NRS 491 TRANSITION TO NURSING PRACTICE INTERNSHIP (2)

Two hours activity per week
Prerequisite: NRS 220 and NRS 221
Provides an opportunity for the generic nursing student to work in a clinical setting under the supervision of a clinical preceptor and to reinforce and enhance clinical skills. NRS 491 is a required course in the major and is work-study with credit and no pay.
Graded Credit/No Credit

NRS 493 SENIOR NURSING INTERNSHIP (2)

Two hours activity per week
Prerequisite: NRS 491 and Consent of Program Director
Optional career preparation refinement course which provides the student with additional work experience. Local health care partners offer particular work settings where students can immerse themselves in the organizational culture, professional role and client population.

Repeatable for a total of four (4) units. NRS 493 is a paid internship with credit and is an optional course.
Graded Credit/No Credit

NRS 497 DIRECTED STUDY (1-3)
Three to nine hours independent study per week
Prerequisite: Consent of Instructor
Individual contracted study on topics or research selected by the student and faculty mentor.
Graded Credit/No Credit

PERFORMIMG ARTS

PA 101 INTRODUCTION TO THE PERFORMING ARTS (3)
Three hours lecture per week
Overview of the history of performance, cultural traditions, and artistic assumptions in theatre, music, and dance. Requires some involvement in local or campus productions.
GenEd: A1, C1

PA 202 INTEGRATING DANCE, MUSIC AND THEATRE (3)
Six hours activity per week
Investigation and application of methods and philosophies of performance integrating dance, music, and theatre.
GenEd: A1, C1

PA 292 INTERNSHIP FOR PERFORMING ARTS (1-3)
Two to six hours of activity per week
Prerequisite: Consent of Instructor
Students with no experience in the Performing Arts will have the opportunity for community involvement with an arts organization. Supervised by a Performing Arts faculty member. Repeatable up to 6 units

PA 294 INDEPENDENT STUDY (1)
One to three hours independent study per week
Prerequisite: Consent of Instructor and Program Approval
Performing Arts faculty supervised, lower division study of a performing arts subject area of interest to the student.

PA 335 BUSINESS AND THE PERFORMING ARTS (3)
Three hours lecture per week
Exploration of the business elements in the performing arts, including planning, management and financial activities. Uses an interdisciplinary approach to focus on performing arts as a creative activity and as a business activity. Uses case studies to analyze a comprehensive view of performing arts organizations.
Same as BUS 335
GenEd: Interdisciplinary

PA 350 AUDIENCE AND PERFORMANCE STUDIES (3)
Two hours lecture and two hours activity per week
Prerequisite: PA 101 and PA 202
Interdisciplinary exploration of performance as an art form, with particular attention to how audience response shapes live performances. History, development, and theory of performance will be integrated with new research on audience-performer interaction to provide the student with a comprehensive and interdisciplinary vision of performance. Students will both study performance and design community-based projects in which they will perform.

PA 360 MUSICAL THEATRE (3)
Two hours lecture and two hours activity per week
Practice of musical theatre performance, including survey of musical theatre as an art form and practical work in acting, singing and dancing in musicals.

PA 383 SCENIC DESIGN (3)
Six hours activity per week
A studio/activities course utilizing artistic techniques involved in the development of scenic design for theatrical, musical and dance productions. Script analysis, scenery sketching, drafting ground plans, elements of set construction and scenic painting will be covered in a series of studio projects.
Same as ART 383

PA 384 COSTUME DESIGN (3)
Six hours activity per week
A studio/activities course in which students develop costume designs through a process of character and script analysis. Period research, visual design, rendering and fabrication skills are achieved through practical exercises. Basic costume construction, including drafting and draping, result in the creation of costumes for theatrical, musical and dance productions.
Same as ART 384

PA 436 PHYSICS OF THE PERFORMING ARTS (3)
Three hours lecture per week
Prerequisite: PA 202
Introduction to the physics of movement, lighting, sound and visual/aural perception. The course emphasizes factors that permit the performance artists to understand and more fully control their performance, with special attention to the study of audience perception. Demonstrations, experiments and video/computer simulations are used to analyze signals received by the performer and the audience.
Same as PHYS 436
GenEd: B1, Interdisciplinary

PA 490 SPECIAL TOPICS (3)
Three hours lecture per week
Prerequisite: Upper Division Standing
Various topics related to performing arts. Repeatable by topic for up to 6 units.

PA 492 INTERNSHIP IN PERFORMING ARTS (1-3)
Two to six hours activity per week.
Prerequisite: Consent of Instructor and Program Approval
Students with previous experience in Performing Arts work will have the opportunity for advanced community involvement in an arts organization.

PA 494 INDEPENDENT STUDY (1-3)
One to three hours independent study per week
Prerequisite: Consent of Instructor
Performing Arts faculty supervised, advanced, in-depth study of a subject area of interest to the student.

PERFORMING ARTS - DANCE

PADA 151 CONDITIONING FOR DANCERS (3)
Six hours activity per week
This course utilizes techniques (stretching, yoga, pilates) and principles of conditioning (strength, flexibility, and endurance) to prevent injuries stemming from muscular imbalances, structural problems, postural deviations, improper mechanics or movements. Students will develop individualized conditioning programs to prevent injuries.

PADA 253 JAZZ DANCE I (3)
Six hours activity per week
Prerequisite: Consent of Instructor
Activities designed to develop basic jazz dance technique accompanied by historical information relevant to the dance form.

PADA 254 MODERN DANCE I (3)
One hour lecture per week
Two hours activity per week
Beginning modern dance techniques based on major dance pioneers, major points in dance history and language of Modern Dance.
GenEd: C1, E

PADA 353 JAZZ DANCE II (3)
Six hours activity per week
Prerequisite: PADA 253
Activities designed to develop intermediate jazz dance technique and a study of the history of jazz dance.

PADA 354 MODERN DANCE II (3)
Six hours activity per week
Prerequisite: PADA 254
Intermediate modern dance technique with continued development of improvisational skills and beginning dance composition forms.

PADA 458 DANCE ENSEMBLE (3)
Six hours activity per week
Prerequisite: PADA 353 or PADA 354
A dance repertory and performance class with emphasis in developing skills for performing ballet, modern, jazz, historic and/or other forms of theatrical dance.

PADA 499 PERFORMING ARTS CAPSTONE IN DANCE (3)
Three hours seminar per week
Prerequisite: PADA 353 and PADA 354, Senior Status
Students will join in the capstone experience course and blend their knowledge and practice to produce an interdisciplinary performing arts project. Alternatively, students may receive an internship with a dance company.

PERFORMING ARTS - MUSIC

PAMU 100 MUSIC APPRECIATION (3)
Three hours lecture per week
A survey of musical masterpieces of the Western Tradition from the Middle Ages to the present. Emphasis on composers from Bach to Bartok. Includes units on jazz and the music of other cultures.
GenEd: C1

PAMU 109 PRIVATE LESSONS (1)
One half-hour lesson per week
Private music lessons in voice or on an instrument. Repeatable for up to a total of 8 units. A lab fee is required.

PAMU 200 HISTORY OF ROCK (3)
Three hours lecture per week
A survey of the evolution of rock music from the 1950s to the present. Includes discussions of predecessor styles such as rhythm and blues and country music.
GenEd: C1

PAMU 202 GROUP GUITAR LESSONS (1)
Two hours activity per week
An introduction to classical guitar in a group format for beginning/intermediate level students.



PAMU 243 TEACHING MUSIC TO CHILDREN (3)
Three hours lecture per week
An introduction to musical experiences appropriate for children in grades K-6. Consisting of instruction in music fundamentals, general music, vocal music and instrumental music for the classroom teacher, the course also incorporates movement and improvisation in the form of dance and theater. Kodaly, Orff and Dalcroze techniques will be emphasized. Includes music technology in the classroom. Course was formerly called PAMU 343, changed Fall 2007.

PAMU 261 MUSIC THEORY (3)
Three hours lecture per week
Basic music theory and music fundamentals, set in the context of the Western European common-practice period, for the beginning university-level music student. Special emphasis on the role of popular and commercial music in society, including jazz and musical theatre.

PAMU 307 UNIVERSITY CHORUS (1)
Three hours of rehearsal per week
Prerequisite: Consent of Instructor
Rehearsal and performance of the masterworks of choral literature from the Renaissance through the Modern period. Repeatable for up to 8 units. A lab fee is required.
GenEd: C1

PAMU 308 UNIVERSITY ORCHESTRA (1)
Three hours rehearsal per week
Rehearsal and performance of the masterworks of orchestral literature from the Baroque through the Modern period. Repeatable for up to 8 units.
GenEd: C1

PAMU 309 PRIVATE LESSONS (1)
One half-hour lesson per week
Private music lessons in voice or on an instrument. Study of more advanced techniques. Repeatable for up to 8 units. A lab fee is required.

PAMU 330 JAZZ IN AMERICA (3)
Three hours lecture per week
The study of jazz as a uniquely American musical art form, principally through the development of jazz styles. From its roots in Africa and later in New Orleans, jazz will be studied as both a musical and a social phenomenon that originated and was nurtured in the African-American community. The course will explore issues of community, ethnicity, class, and gender in relationship to jazz as a vehicle for both personal and cultural expression. Through recordings, videos, lectures, demonstrations and live performances, students will study jazz and its forerunners, ragtime and blues, from their beginnings to the present day.
GenEd: C1, C3B, Interdisciplinary

PAMU 333 THE VARIETIES OF MUSICAL EXPERIENCE (3)
Three hours lecture per week
The study of music in its cultural and historical contexts, with an emphasis on the role of music as a form of human expression. A broad range of musical styles will be studied, including, but not limited to, European, Asian, and Middle Eastern classical music; American jazz and popular music; and folk music of western and non-western cultures. Students will study the unifying and authenticating nature of music within groups of people, as well as study the experience of music on a personal level.
GenEd: C1, Interdisciplinary

PAMU 335 THE PHYSICS OF MUSIC (3)
Two hours lecture and two hours lab activity per week
Provides an understanding of music and sound for students interested in music, speech, and language. Extensive use of demonstrations and sound analysis computer programs will be used. The format will include lectures, demonstrations, and hands-on use of the computer programs.
Same as PHYS 335
GenEd: B1, C1, Interdisciplinary

PAMU 336 ART AND MUSIC: DISSONANCE, DIVERSITY AND CONTINUITY (3)
Three hours lecture per week
An interdisciplinary analysis of the essential elements defining modern and contemporary art and music. Discusses how artistic characteristics and music issues of the period are connected and intertwined within specific historic and cultural environments.
Same as ART 336
GenEd: C1, D, Interdisciplinary

PAMU 363 MUSIC HISTORY (3)
Three hours lecture per week
Prerequisite: PAMU 261
An in-depth study of Western European music in its historical context, with special emphasis on the role of music in culture. From the music of the Medieval church to American musical theatre, the course will examine the societal forces that helped to shape classical and popular musical styles, and how music can and has influenced culture.

PAMU 432 ARTS OF THE HARLEM RENAISSANCE (3)
Three hours lecture per week
Prerequisite: Upper Division Standing
Study focusing on the dramatic upsurge of creativity in art, music and literature resulting from social and political undercurrents in the African American cultural revolution in New York during the 1920s. Historical geneses and subsequent artistic legacies will also be explored.
Same as ENGL 432, ART 432
GenEd: C1, C2, Interdisciplinary

PAMU 499 PERFORMING ARTS CAPSTONE IN MUSIC (3)
Six hours seminar per week
Prerequisite: PAMU 363, Senior Status
Students will join in the capstone experience course and blend their knowledge and practice to produce an interdisciplinary performing arts project. Alternatively, students may receive an internship with a music company.

PERFORMING ARTS - THEATRE

PATH 280 ACTING I (3)
Two hours lecture and two hours activity per week
Exercises and activities that emphasize voice, movement, and relaxation techniques. Includes improvisation, monologues, and two-character scenes.
GenEd: A1, C1

PATH 281 PLAY ANALYSIS (3)
Three hours lecture/discussion per week
Introduces students to the analytical tools used by theatre professionals and provides practice in applying those tools to a variety of scripts. Studies in dramatic structure and its relationship to performance and production.

PATH 332 TEACHING DRAMATIC LITERATURE (3)
Three hours lecture per week
Prerequisite: ENGL 102 or ENGL 105 or equivalent plus one upper division literature course
This course will explore methods and approaches to teaching dramatic literature in secondary schools and colleges. The focus will be on elements of textual exploration and using heuristics from theatre to teach dramatic literature, including but not exclusively Shakespeare's plays.
Same as ENGL 332
GenEd: C2, Interdisciplinary

PATH 333 MULTICULTURAL DRAMA IN PERFORMANCE/ PRODUCTION (3)
Three hours lecture/discussion per week
America is a country of many cultures, and each of these has brought legacies of its roots to the American stage. In this course we will read plays written by Native Americans, Hispanic Americans, Asian Americans, African Americans and others. We will also stage mini-productions of one or more of those plays.
Same as ENGL 333
GenEd: C2, C3B, Interdisciplinary

PATH 334 SPANISH LANGUAGE DRAMA AND THEATRE (3)
Three hours lecture per week
Read and analyze one-act plays from diverse parts of the Spanish-speaking world, and focus on majors works for in-depth study and performance. In addition to learning about the historical, cultural and sociological context of the plays, students will learn acting techniques and appropriate Spanish-language vocabulary and phrases. Note: Course is open to all levels of Spanish speakers.
Same as SPAN 334
GenEd: C2, C3B, Interdisciplinary

PATH 338 THEATRE IN HISTORY (3)
Three hours lecture per week
A survey of the history of theatrical productions. Includes formal productions and performances as well as other types of "theatre" or "dramatization," such as political posturing, i.e., a ruler's rise to power in historical reality as well as performed or recorded later in theatre, music, and history. Theatre in history is contextualized within multicultural perspectives.
Same as HIST 338
GenEd: C1, C3B, Interdisciplinary

PATH 343 TEACHING DRAMA TO CHILDREN (3)
Three hours lecture per week
Students will participate in theatre games, improvisations, and other tasks that will prepare them to design and implement dramatic activities as a learning tool. Theatre in a broader context will also be examined.
Same as EDUC 343
GenEd: C1, Interdisciplinary

PATH 380 ACTING II (3)
Six hours activity per week
Prerequisite: PATH 280
Emphasizes character work and contemporary acting theories. Includes performance of scenes from contemporary multicultural plays.

PATH 382 DIRECTING (3)
Two hours lecture and two hours activity per week
Prerequisite: PA 101, PA 202, PATH 281
Introduction to techniques and practice of directing stage plays. Students direct scenes and one-acts.

PATH 410 SHAKESPEARE'S PLAYS (3)
Three hours lecture per week
Prerequisite: ENGL 103 or ENGL 105 or equivalent and one upper division literature course
Study of the many aspects of Shakespeare's plays as literature–language, context, form and style–as well as the ways in which these elements work as parts of a whole, which includes spoken speech and other sounds as well as physical form and movement.
Same as ENGL 410

PATH 412 DRAMA OF ANCIENT GREECE (3)
Three hours lecture/discussion per week
Prerequisite: ENGL 103 or ENGL 105 or equivalent and one upper division literature course
A survey of ancient Greek drama and the culture/society that produced it. The course will examine a representative sample of the major plays. Among the topics considered will be: the tragic and comic festivals, tragedy's relationship with Athenian democracy, the nature of Greek theaters and ancient theatrical production techniques, religion and drama, women and tragedy, tragic and comic heroism, myth and tragedy, and the legacy of Greek tragedy in the modern world.
Same as ENGL 412

PATH 444 ORIGINAL PRACTICE IN RENAISSANCE DRAMA (3)
Three hours lecture per week
In this class, students will learn about the theaters of the Renaissance, the playwrights whose plays were performed in them, and explore the differences that occur when the plays are performed in a venue resembling those of the original Rose, Blackfriars and Globe theaters.
Same as ENGL 444
GenEd: C2, Interdisciplinary

PATH 481 PRODUCTION (3)
Six hours activity per week
Prerequisite: PA 360 or Consent of Instructor
Directing, performing, or implementing technical projects in CSUCI collaborative performance productions. Repeatable up to 6 units.
Graded Credit/No Credit

PATH 499 **PERFORMING ARTS CAPSTONE IN THEATRE (3)**

Three hours seminar per week
Prerequisite: PA 350, PA 360, Senior Status
Students will join in the capstone experience course and blend their knowledge and practice to produce an interdisciplinary performing arts project. Alternatively, students may receive an internship with a theatre company.

PHYSICAL EDUCATION

PHED 102 **SEMINAR IN TRADITIONAL MARTIAL ARTS: TAI JI (1)**

Two hours activity per week
This course provides instruction in the traditional Chinese art of Tai Ji. In addition to learning to perform the movements, students will learn about Daoist philosophy, and history of Chinese martial arts. Traditional Chinese health principles will also be covered. Repeatable.
GenEd: E

PHED 105 **ZEN OF SURFING (1)**

Two hours activity per week
Exploration of the physiological and psychological benefits that result from human interaction with forces of nature. Students develop an increased understanding of the ocean and complex dynamics that underlie the sport of surfing. The interrelationship between physical activity and personal aesthetics is explored through weekly surfing activities.
GenEd: E

PHED 110 **WELLNESS (2)**

Two hours lecture per week
Examines the interrelationship of the mind and body as it relates to the concept of wellness. Covers physical fitness, sport selection, and differing types of exercise. This is not an activity/performance course.
GenEd: E

PHED 208 **INTRODUCTION TO KINESIOLOGY (3)**

Three hours lecture per week
Examines the field of human movement, introduces biomechanics, anatomy, exercise physiology , and motor learning. Basic anatomy, function of the musculoskeletal system, laws of motion, principles of force, equilibrium concepts, and laws governing projectiles will be introduced and applied to various sports activities. The student will develop the ability to analyze skill movements in specific sport activities. This is not an activity/performance course.
GenEd: E

PHED 302 **MOTOR LEARNING, FITNESS, AND DEVELOPMENT IN CHILDREN (2)**

Two hours lecture per week
Physical education for children, fundamentals of motor learning, health, fitness and age-appropriate activities for elementary school age children. Teaching, planning and implementing an effective physical education program. May be taken concurrently with PHED 303.
GenEd: E

PHYSICAL SCIENCE

PHSC 170 **FOUNDATIONS IN PHYSICAL SCIENCE (4)**

Three hours lecture and three hours laboratory per week
The areas covered include the physical properties of solids, liquids, and gases; physical and chemical changes in matter; atomic theory and the periodic table; the principles of motion and energy; forces and the motion of particles; sources and transformations of energy including heat, electricity, magnetism, light, and sound; renewable and non-renewable energy sources; and the conservation of energy resources.
GenEd: B1

PHYSICS

PHYS 100 **INTRODUCTION TO PHYSICS I (4)**

Three hours lecture and three hours laboratory per week
A non-calculus based introduction to the concepts and principles of physics. The areas covered include classical mechanics, wave motion and thermal physics. Practical examples will be used to illustrate the relationship between physics and other disciplines, especially the life sciences, and to develop problem-solving skills. Laboratory sessions will include computer-simulated experiments.
GenEd: B1

PHYS 101 **INTRODUCTION TO PHYSICS II (4)**

Three hours lecture and three hours laboratory per week
Prerequisite: PHYS 100
A non-calculus based introduction to the concepts and principles of physics. The areas covered include electromagnetic theory, light, and atomic and nuclear physics. Practical examples will be used to illustrate the relationship between physics and other disciplines, especially the life sciences, and to develop problem-solving skills. Laboratory sessions will include computer-simulated experiments.
GenEd: B1

PHYS 103 **HOW THINGS WORK (3)**

Three hours lecture per week
Introduces the concepts behind everyday objects and experiences. Concentrates on ideas and on familiar scenarios. Designed to excite students' interests in science while conveying a substantial understanding of our everyday world.
GenEd: B1

PHYS 105 **INTRODUCTION TO THE SOLAR SYSTEM (4)**

Three hours lecture and two hours activities per week
Descriptive introduction to the astronomical properties of the Solar System. Topics include: the historical development of astronomy, the laws that govern the behavior of the Universe, the properties of the stars and galaxies, including their origin and evolution and the Big Bang theory. Activity sessions will include computer-simulated exercises, and two field trips.
Same as ASTR 105
GenEd: B1



PHYS 106 APPLIED PHYSICS AND MODERN SOCIETY (3)

Three hours lecture in the lab per week
The course provides an introduction to current topics in applied physics in the fields of solid state physics, semiconductors, superconductors and nano-structures. It shows how scientific knowledge, imagination and ingenuity can combine to offer technological solutions to a variety of topical problems. Industries dealing with, for example, detectors, remote sensing, new materials, medical imaging, biophysics, homeland security, telecommunications, and lasers will be covered.
GenEd: B1

PHYS 107 THE STARS AND BEYOND (3)

Three hours lecture per week
A tour through the stars and galaxies will uncover some major mysteries of the Universe. Topics include: the historical development of astronomy; the laws that govern the behavior of the Universe; the birth, life and death of stars; the collision of galaxies; and evidence for the birth and end of the entire Universe.
GenEd: B1

PHYS 200 GENERAL PHYSICS I (4)

Three hours lecture and three hours laboratory per week
Prerequisite: MATH 150
A calculus-based introduction to the concepts and principles of physics. The areas covered include classical mechanics, wave motion and thermal physics. Practical examples will be used to illustrate the relationship between physics and other disciplines, including the life sciences, and to develop problem-solving skills. Laboratory sessions will focus on computer-simulated experiments. A lab fee is required.
GenEd: B1

PHYS 201 GENERAL PHYSICS II (4)

Three hours lecture and three hours laboratory per week
Prerequisite: PHYS 200
A calculus-based introduction to the concepts and principles of physics. The areas covered include electromagnetic theory, light, and atomic and nuclear physics. Practical examples will be used to illustrate the relationship between physics and other disciplines, including the life sciences, and to develop problem-solving skills. Laboratory sessions will focus on computer-simulated experiments. A lab fee is required.
GenEd: B1

PHYS 208 THE PHYSICS OF ART AND VISUAL PERCEPTION (3)

Two hours lecture and two hours lab per week
A course on the physics of light, color, art and visual perception. The course will cover the nature of light and optical phenomena, the perception and psychology of color, the reproduction of color in different media, and the analysis of art from a science perspective. The emphasis is on factors which permit the artist and observer to understand and more fully control the design and interpretation of images of all kinds. Demonstrations, experiments, and video/computer simulations are used to analyze signals received by the eyes or instruments.
Same as ART 208
GenEd: B1, C1

PHYS 301 CLASSICAL MECHANICS (3)

Three hours lecture per week
Prerequisite: PHYS 201, MATH 350A
differential equation-based introduction to classical mechanics. The areas covered include the Lagrangian formulation, variational principles, Hamiltonian mechanics, and the theory of canonical transformations. Some applications to the motion of rigid bodies, systems of coupled oscillators, and celestial mechanics will be presented.

PHYS 304 ELECTROMAGNETISM (4)

Four hours lecture per week
Prerequisite: PHYS 101 or 201, MATH 151
A calculus-based introduction to the concepts and principles of electricity and magnetism. Topics include: electrostatics, magnetism, electromagnetic theory, fields, electromagnetic waves, Maxwell's equations, and the Special Theory of Relativity. A strong emphasis will be on analytical problem-solving skills and applications.

PHYS 305 THERMAL AND STATISTICAL PHYSICS (3)

Three hours lecture per week
Prerequisite: PHYS 201 and MATH 350
Addresses the behavior of energy and matter in systems having a great many particles. Includes both classical and quantum mechanical views of physical systems and begins with the basic concepts of probability and statistics. Particular emphasis will be placed on simple model systems for which quantitative results can be obtained and compared to experiment, such as ideal

gases and quantum mechanical spin systems. The course includes the statistics of the microcanonical, canonical, and grand canonical ensembles; the relation between classical and quantum statistical mechanics; the Planck distribution, bosons, fermions, and doped semiconductors, among others; and an introduction to kinetic theory.

PHYS 306 MODERN PHYSICS (3)

1.5 hours lecture twice per week
Prerequisite: PHYS 101 or PHYS 201, MATH 151
Survey of modern physics. Topics include: Special relativity, the Bohr model, Quantum mechanics; photons, the photoelectric effect, probability density, matter waves, Schrodinger mechanics of simple systems, the Uncertainty Principle, tunneling, spin and angular momentum, atomic and molecular structure. Selected topics from nuclear and solid state physics. Applications of the principles will be emphasized.

PHYS 310 ELECTRONICS (4)

Three hours lecture and two hours activity per week
Prerequisite: PHYS 101 or PHYS 201
This course covers the basic analog and digital electronic circuits used in a scientific laboratory. Students will be introduced to the operation of simple electronic devices, the basic underlying theory of their operation, and the applications of a few analog and digital ICs. The emphasis is on applications rather than theory. Consequently there is a strong hands-on component to the subject to enable students to gain practical experience. Experiments will include the testing of actual and virtual circuits, and data acquisition

PHYS 315 INTRODUCTION TO BIOPHYSICS (4)

Three hours lecture and two hours activity per week
Prerequisite: PHYS 200
Corequisite: BIOL 300
This course applies physical methods to the study of biological systems, including transport processes and membrane phenomena, bioelectric phenomena, photosynthetic systems and visual systems. Biophysical methods will include the techniques of patch clamping and optical tweezers, and the measurement of action potentials and evoked responses. There will be an emphasis on modeling and on problem solving, with appropriate mathematics when necessary. The practical activity session will include computer modeling and simulation, and laboratory demonstrations and exercises. A lab fee is required.
Same as BIOL 315

PHYS 335 THE PHYSICS OF MUSIC (3)

Two hours lecture and two hours lab activity per week
Provides an understanding of music and sound for students interested in music, speech, and language. Extensive use of demonstrations and sound analysis computer programs will be used. The format will include lectures, demonstrations, and hands-on use of the computer programs.
Same as PAMU 335
GenEd: B1, C1, Interdisciplinary

PHYS 338 SCIENCE AND CONSCIENCE (3)

Three hours lecture/discussion per week
This course is a team-taught, interdisciplinary course that examines various ethical issues within the sciences using case studies. The scientific, historical and social aspects of each case study will be examined from different perspectives. Students will learn scientific concepts which will facilitate an informed understanding of the ethical issues involved.
Same as ENGL 338
GenEd: B1, C2, Interdisciplinary

PHYS 344 ENERGY AND SOCIETY (3)

Three hours lecture per week
Survey of the physical, chemical, and engineering principles involved in the production of energy from current and potential sources and the economical, environmental, and political issues surrounding energy production. The course will also examine factors that influence worldwide energy policy. Examples of topics included: energy conservation, efficient usage and transportation of energy, energy resources, fossil fuels, active and passive solar energy, biomass, fuel cells, nuclear (fission and fusion) processes, and hydroelectric, tidal, geothermal, and wind power.
Same as CHEM 344
GenEd: B1, Interdisciplinary

PHYS 345 DIGITAL IMAGE PROCESSING (3)

Three hours lecture in the lab per week
Prerequisite: Consent of Instructor
An introduction to the basic concepts and techniques for digital image restoration and enhancement, analysis, coding and compression. The emphasis is on processes which analyze primarily two-dimensional discrete images represented at the pixel level, including filtering, noise reduction and segmentation. Fourier analysis techniques will be explored. Programming exercises will be used to implement the various processes, and their performance on synthetic and real images will be studied.
Same as MATH 345,COMP 345
GenEd: B1, B4, Interdisciplinary

PHYS 401 QUANTUM MECHANICS (3)

3.5 hours lecture per week
Prerequisite: PHYS 306 and MATH 350
An introduction to quantum theory, beginning with the Schroedinger equation and the statistical interpretation of the wave function. One-dimensional applications, including the infinite square-well and the harmonic oscillator; in three dimensions, the theory of angular momentum, central potentials, and the hydrogen atom; time-independent perturbation theory, spin, identical particles, and the Pauli exclusion principle. Applications to bound states, tunneling, and the harmonic oscillators applied to photons and phonons in cavities.

PHYS 406 SOLID STATE PHYSICS (3)

Three hours lecture per week
Prerequisite: PHYS 306
Provides an introduction to the physical properties of solids, and their importance in high-tech applications. Focuses on the fundamental, unifying concepts and experimental techniques important in

understanding the properties of nuclei and electrons in solids. Considers crystals defects that often control the actual properties of materials. The subjects are chosen to establish the basic principles, to describe phenomena that are responsible for the importance of solids in science and technology, and to include topics of current research.

PHYS 416 RADIOBIOLOGY AND RADIONUCLIDES (3)

Three hours lecture per week
Prerequisite: BIOL 300 and PHYS 201
Topics include: nature and effects of ionizing radiation on biomolecular structures and living cells; applied radiobiology and radionuclides; genetic effects of ionizing radiation and methods of protection and dosimetry.
Same as BIOL 416

PHYS 434 INTRODUCTION TO BIOMEDICAL IMAGING (4)

Three hours lecture and two hours lab activity per week
Prerequisite: BIOL 210 or PHYS 200
The course will present an overview of biomedical images and imaging systems. The fundamental concepts used in several imaging modalities (such as projection radiography, mammography, DEXA, computed tomography, ultrasonography and magnetic resonance imaging) will be examined: the emphasis will be on an intuitive and descriptive presentation of the main components of these systems. Image formation and reconstruction will be addressed. The resulting clinical images will be correlated with the underlying structure and function of the organs, and the diagnostic utility and limitations of the images will be considered.
Same as BIOL 434, HLTH 434
GenEd: B1, E, Interdisciplinary

PHYS 436 PHYSICS OF THE PERFORMING ARTS (3)

Three hours lecture per week
Prerequisite: PA 202
Introduction to the physics of movement, lighting, sound and visual/aural perception. The course emphasizes factors that permit the performance artists to understand and more fully control their performance, with special attention to the study of audience perception. Demonstrations, experiments and video/computer simulations are used to analyze signals received by the performer and the audience.
Same as PA 436
GenEd: B1, Interdisciplinary

PHYS 445 IMAGE ANALYSIS AND PATTERN RECOGNITION (3)

Three hours lecture in the lab per week
Prerequisite: PHYS/COMP/MATH 345 or Consent of Instructor
The course addresses the issue of analyzing the pattern content within an image. Pattern recognition consists of image segmentation, feature extraction and classification. The principles and concepts underpinning pattern recognition, and the evolution, utility and limitations of various techniques (including neural networks) will be studied. Programming exercises will be used to implement examples and applications of pattern recognition processes, and their performance on a variety of diverse synthetic and real images will be studied.
Same as COMP 445, MATH 445
GenEd: B1, B4, Interdisciplinary

PHYS 448 TEAM BASED RESEARCH (3)

Three hours lecture per week
Prerequisite: Upper Division Standing
This is a course where students learn to work together in multidisciplinary teams. Teams are assigned a specific practical problem, and have to apply a variety of physical principles to solve the problem. The solution will incorporate design principles, implementation and technological methodologies, and business/management insight.
GenEd: B1, Interdisciplinary

PHYS 464 MEDICAL INSTRUMENTATION (4)

Three hours lecture and two hours lab activity per week
Prerequisite: PHYS/BIOL/HLTH 434
The detection, acquisition, processing and display of diagnostic clinical images. The course will concentrate on the fundamentals of the design of the instruments and the use of appropriate reconstruction algorithms in (computed) radiography, (digital) fluoroscopy, computed tomography, ultrasound, magnetic resonance imaging and radionuclide imaging. Activities will include image reconstruction examples, investigation of recent innovations, and two trips to local radiology departments. A lab fee is required.
Same as BIOL 464

PHYS 490 TOPICS IN PHYSICS (3)

Three hours seminar per week
Prerequisite: Upper Division Standing and Consent of Instructor
In-depth analysis of topics in physics. Topics vary each semester.

PHYS 492 INTERNSHIP (3)

Six hours activity per week
Prerequisite: Upper Division Standing and Consent of Instructor
Supervised work and study in industrial or scientific setting involving development of skills related to applied physics. All students are required to present their projects at the Senior Colloquium.
Student Option: Graded or CR/NC

PHYS 494 INDEPENDENT RESEARCH (1-3)

Variable hours per week
Prerequisite: Senior Standing and Consent of Instructor
Contracted laboratory and/or library research in selected areas within physics conducted under the supervision of a faculty member. All students are required to present their projects at the Senior Colloquium.

PHYS 497 DIRECTED STUDIES (1-3)

Variable hours per week
Prerequisite: Senior Standing and Program Approval
Supervised project involving reading and library research in the field of physics. All students are required to present their projects at the Senior Colloquium.

PHYS 499 SENIOR COLLOQUIUM (1)

One hour seminar per week
Prerequisite: Senior Standing
Oral presentations of current advances in the field, reports on students' projects in PHYS 492, 494 or 497 courses, and invited lectures.

PHYS 510 ADVANCED IMAGE ANALYSIS TECHNIQUES (3)

Three hours of lecture in the lab per week
Prerequisite: Admission to the Computer Science or Mathematics Graduate Program
Image processing course in the fundamentals of 2-D digital signal processing with emphasis in image processing techniques, image filtering design and applications. Programming exercises in Matlab (or Octave) will be used to implement the various processes, and their performance on synthetic and real images will be studied. Applications in medicine, robotics, consumer electronics and communications.

PHYS 546 PATTERN RECOGNITION (3)

Three hours of lecture in the lab per week.
Prerequisite: Admission to the Computer Science or Mathematics Graduate Program
New and emerging applications of pattern recognition - such as data mining, web searching, multimedia data retrieval, face recognition, and cursive handwriting recognition - require robust and efficient pattern recognition techniques. Statistical decision making and estimation are regarded as fundamental to the study of pattern recognition. The course addresses the issue of analyzing pattern content by feature extraction and classification. The principles and concepts underpinning pattern recognition, and the evolution, utility and limitations of various techniques (including neural networks) will be studied. Programming exercises will be used to implement examples and applications of pattern recognition processes, and their performance on a variety of diverse examples will be studied.

POLITICAL SCIENCE

POLS 102 COMPARATIVE GOVERNMENT (3)

Three hours lecture/discussion per week
This course introduces the student to the contemporary study of comparative politics. The theme for the course will be democratization and democracy. Topics will include political institutions (constitutions, executives, legislatures, courts, and political parties), political behavior (voting, group activism, and other modes of political participation), and political ideas (political culture, socialization, status of women, and political economy).
GenEd: D

POLS 103 INTRODUCTION TO INTERNATIONAL POLITICS (3)

Three hours lecture/discussion per week
This course offers an overview of current theory, topics, and research in the Political Science subfield of International Relations. Emphasis will be placed on the role of power in international affairs, the structure of the international system, the meaning of security, and the importance of economic relations between nations and regions.
GenEd: D

POLS 104 INTRODUCTION TO PEACE STUDIES (3)

Three hours lecture per week
Introduction to issues and theories in the interdisciplinary field of peace and conflict studies. Topics include conceptualizing peace and war, causes of conflict and war, achieving negative peace, building positive peace, case studies in nonviolence.

POLS 140 CALIFORNIA GOVERNMENT AND POLITICS (1)

One hour of lecture per week
Introduction to the structure and function of California state government. Satisfies California state and local government requirement for students who have taken American Government without a California component or who receive Advanced Placement credit for American Government

POLS 150 AMERICAN POLITICAL INSTITUTIONS (3)

Three hours lecture per week
Examines the major American national and state political institutions and processes, including the presidency, congress, the federal court system, political parties, the electoral system, and major institutions of state government. This course emphasizes how these institutions and processes function within changing American Constitutional principles of the role of law, federalism, shared power, and individual and civil rights. Meets Title 5 US Constitution and State and Local Government requirement.

POLS 300 POLITICAL SCIENCE RESEARCH METHODS (3)

Three hours lecture per week
Prerequisite: SOC/PSY/POLS 303
Introduction to research methods commonly used in political science. Topics include: research design, literature reviews, measurement and observation. Covers quantitative as well as qualitative methods of inquiry.

POLS 301 POLITICAL THEORY (3)

Three hours lecture/discussion per week
Political Theory is devoted to assessing the authority, legitimacy, and justification of various kinds of political arrangements. How should people live together in society? Is democracy really the best form of government? Can a society legislate morality? What do individuals owe their government? What does their government owe them? This course will consider these and related questions through an introductory survey of works by major political philosophers such as Plato, Hobbes, Locke, Mill, and Marx. Ramifications for issues such as freedom of speech, religious liberty, affirmative action, women's rights, economic inequality, criminal punishment, civil disobedience, and revolution will also be explored.

POLS 303 STATISTICAL APPLICATIONS IN THE SOCIAL SCIENCES (4)

Four hours lecture per week
Prerequisite: MATH 105 or equivalent
Introduces quantitative methods as used in social science research and prepares students for statistical literacy. Students

will be expected to demonstrate a clear understanding of statistical techniques and data analysis unique to the social sciences. Students will learn to use descriptive and inferential statistics to test hypotheses. Students will use SPSS to analyze data.
Same as SOC 303, PSY 303

POLS 305 GENDER AND POLITICS (3)
Three hours lecture per week
Examines the role of women as political actors in the United States. Also explores the impact of public policies on women in America.

POLS 306 THE POLITICS OF RACE AND ETHNICITY (3)
Three hours lecture per week
Examines the politics and policy consequences of racial and ethnic identity in the United States. Special attention will be paid to issues of race and politics in contemporary southern California.
GenEd: C3B

POLS 312 INTEREST GROUPS AND COLLECTIVE ACTION (3)
Three hours lecture per week
Prerequisite: POLS 150
The course surveys political interest groups by examining the contrast between political parties and elections versus interest groups and lobbying, the logic behind collective action; the institutional arrangements governments use to channel group demands, and interest group resources, strategies and tactics in asserting influence. The course will examine groups in different issue domains, and make distinctions between interest groups and social movements.

POLS 313 THE UNITED STATES CONGRESS (3)
Three hours lecture per week
Prerequisite: POLS 150
This course addresses the historical development of the Congress, the dynamics of congressional elections, analytical perspectives on the study of Congress, and the major internal mechanisms of the institution including parties, leaders, committees, rules, etc.

POLS 314 THE AMERICAN PRESIDENCY (3)
Three hours lecture per week
Prerequisite: POLS 150
An introduction to major approaches to the study of the presidency, presidential selection, presidential power, interbranch relations, the role of the public, interest groups, and the media, and presidential behavior in the policy-making process. The course also focuses on the historical development of the office.

POLS 315 CONGRESS AND THE PRESIDENCY (3)
Three hours lecture/discussion per week
This course will examine the ongoing struggle between the President and Congress to enact public policy. Students will study the two institutions singly and in their interaction. Particular attention will be placed on the electoral incentives of members of each institution and the inherent difficulties of cooperation in a system of separation of powers.

POLS 316 STATE AND LOCAL POLITICS AND POLICY (3)
Three hours lecture per week
Examines the structures, functions, policies, politics and administration of subnational governments in the United States. Satisfies the California State and local government requirement for students who have taken American Government without a California component or who have received Advanced Placement credit for American Government.

POLS 317 JUDICIAL POWER AND PROCESS (3)
Three hours lecture per week
Study of the American court system, including study of the history, organization, politics and policymaking of the judicial branch.

POLS 318 AMPAIGNS AND ELECTIONS (3)
Three hours lecture per week
Prerequisite: POLS 150
Explores political parties, campaigns, elections and voting behavior in the American context.

POLS 319 POLITICAL BEHAVIOR AND PUBLIC OPINION (3)
Two hours lecture per week and three hours laboratory per week
Prerequisite: POLS 150
An introduction to the study of individual political behavior. Among the topics covered are the development of political attitudes, political socialization, measuring behavior and opinion, and the uses and abuses of public opinion data.

POLS 320 PUBLIC ADMINISTRATION (3)
Three hours lecture/discussion per week
This course is an introduction to public administration in the United States at the national, state and local levels of government. It will explore the various trends in American public administration, examine the unique circumstances involved in administering public organizations and look at different techniques of public management. Topics of study include: the structure and function of the American system of federalism, organizational theory and behavior, public budgeting and finance, public human resources management and the role of women in public administration.

POLS 321 PUBLIC BUDGETING (3)
Three hours lecture per week
Examines the major concepts of public budgeting and finance in the United States. Key topics of study include: expenditure estimation, revenue forecasting, capital budgeting, budget reform and financial management. The politics that characterizes the budgetary process will be emphasized throughout.
Same as FIN 321

POLS 325 AMERICAN PUBLIC POLICY (3)
Three hours lecture per week
A study of how public policy is formulated and implemented, using several policy areas such as health, transportation, housing, energy, and welfare policy as areas for specific examination. The course will review several contemporary perspectives on policy making.

POLS 326 GOVERNMENT AND POLITICS OF SELECTED NATIONS (3)
Three hours lecture per week
An intensive study of the politics and government of a nation or group of nations. Topics will include study of the government structure, political processes,

political behavior and public policies. Areas of focus vary by semester. Repeatable based on topic.

POLS 327 INTERNATIONAL RELATIONS OF SELECTED AREAS (3)
Three hours lecture per week
Examination of the international political and economic relations among nations of a particular area of the world. Area of focus varies by semester. Repeatable by topic.

POLS 328 UNITED STATES FOREIGN POLICY (3)
Three hours lecture per week
Examines the process of foreign policy making by the United States from several theoretical perspectives.
GenEd: D

POLS 329 INTERNATIONAL LAW AND ORGANIZATIONS (3)
Three hours lecture per week
Studies processes of global governance, which includes a focus on selected international institutions and the basics of international law.

POLS 330 POLITICAL SOCIOLOGY (3)
Three hours lecture per week
Examines power and power structures at all levels of society. The roles of social classes, movements, and institutions in shaping the political process and social influences on political behavior are explored.
Same as SOC 330
GenEd: C3B, D, Interdisciplinary

POLS 331 NARRATIVES OF THE WORKING CLASS (3)
Three hours lecture per week
Examines the lives of working people using various thematic approaches and disciplinary methodologies. Materials include literature, film, and case studies.
Same as ECON 331, ENGL 331, SOC 331, HIST 331
GenEd: C2, D, Interdisciplinary

POLS 333 NONPROFIT ORGANIZATIONS (3)
Three hours lecture per week
Issues unique to nonprofit organizations including financial, legal, and political.
Same as COMM 333,ECON 333, BUS 333
GenEd: D, Interdisciplinary

POLS 335 POLITICS AND FILM (3)
Two hours lecture and two hours activity per week.
Explores the themes, issues and processes of politics through an in depth study of selected films. Area of focus varies by semester.
Same as COMM 335
GenEd: D, Interdisciplinary

POLS 340 POLITICS AND THE ENVIRONMENT (3)
Three hours lecture per week
Exploration of environmental politics in both the international and domestic contexts.
Same as ESRM 340
GenEd: D, Interdisciplinary

POLS 341 THE NATIONAL PARK (3)
Three hours lecture per week
Prerequisite: Upper Division Standing
An interdisciplinary, in-depth study of one or more units of the National Park Service from a variety of perspectives including Political Science, Public Administration, and Environmental Science and Resource Management. The course analyzes how conservation issues and practices, administrative and policy processes and interpretive (educational) programs work within the context of a national public resources agency. Each term this course will focus on one or more park unit in the region.
Same as ESRM 341
GenEd: D, Interdisciplinary

POLS 345 SCIENCE AND PUBLIC POLICY (3)
Three hours lecture per week
Examines the relationship between science, politics, and public policy and prepares students to make informed decisions concerning the societal implications of many rapidly advancing avenues of scientific research.
Same as BIOL 345
GenEd: D, Interdisciplinary

POLS 401 CONSTITUTIONAL LAW (3)
Three hours lecture per week
Explores how the U.S. Constitution creates and allocates power within the American structure of government. Examines the role of the U.S. Supreme Court in the political struggles over the distribution and uses of power in the American Constitutional system.

POLS 402 CIVIL RIGHTS AND CIVIL LIBERTIES (3)
Three hours lecture per week
Examines the scope of rights and liberties under the United States Constitution. Includes a study of the leading decisions of the United States Supreme Court in this area.

POLS 403 COMPARATIVE FOREIGN POLICY (3)
Three hours lecture per week
Prerequisite: POLS 103
Examination of how and why states develop distinct foreign policies through review of prominent theoretical perspectives in the comparative foreign policy literature. Application of theories to a number of real world cases of foreign policy decision making by the governments of countries in Africa, Asia, Europe, Latin America, and the Middle East, in different issue areas, including national security policy, foreign economic policy, human rights, environmental policy, and the fight against terrorism.

POLS 404 POLICY LEADERSHIP (3)
Three hours lecture per week
Prerequisite: POLS 150
Explores policy leadership across all levels of society and across educational and political domains. Exposes students to ideas about policy leadership, requiring students to learn about current leaders in the region, the U.S. and abroad as theories and concepts are applied to the real world of politics and policy.
Same as EDUC 404

POLS 426 POLITICS OF DEVELOPING COUNTRIES (3)
Three hours lecture per week
Prerequisite: POLS 103
Examines political, economic and social development in developing countries .

POLS 430 POLITICAL COMMUNICATION (3)
Three hours lecture per week
An analysis of the relationship between mass media and political decision-making. Topics covered include: political communication theories and trends, the relationship between political institutions and the press in the US and in other countries, elections, debates, political

campaigning and advertising, new media and politics, political socialization, education, politics and popular culture.
Same as COMM 430
GenEd: D, Interdisciplinary

POLS 431 EDUCATION POLICY AND POLITICS (3)
Three hours lecture per week
Prerequisite: POLS 150 for POLS students or Consent of Instructor
Examines the roles of political institutions in education policy making, the political factors that shape policy formulation and implementation, the values and assumptions of different types of policies, and the links between policy and local-level implementation. Analyzes current and pending policies' effect on schools and classrooms to illustrate how education policy reflects American politics.
Same as EDUC 431
GenEd: D, Interdisciplinary

POLS 450 ENVIRONMENTAL CONFLICT RESOLUTION (3)
Three hours lecture per week
Provides practical experience in negotiation and mediation techniques within the context of complex environmental and public policy disputes.
Same as COMM 450, ESRM 450

POLS 490 SPECIAL TOPICS IN POLITICAL SCIENCE (3)
Three hours lecture per week
In depth analysis of current topics in Political Science. Topics vary each semester. Repeatable by topic

POLS 492 SERVICE LEARNING IN POLITICAL SCIENCE (3)
One hour lecture per week and two hours activity per week
Community based service combined with course work and reflection on a topic with political or policy significance.

POLS 493 INTERNSHIP IN POLITICAL SCIENCE (3)
Three hours lecture per week
Prerequisite: Consent of Instructor
Community based internship in political science.

POLS 494 INDEPENDENT RESEARCH (1-3)
Variable hours per week
Prerequisite: Senior Standing or Consent of Instructor
Independent research in Political Science conducted under the supervision of a faculty member.

POLS 499 CAPSTONE (3)
Three hours lecture per week
Integrating and culminating experience in which students work in teams to analyze political or policy issues in a community-based setting.

PSYCHOLOGY

PSY 100 INTRODUCTION TO PSYCHOLOGY (3)
Three hours lecture per week
An introduction to the theories, research and applications that constitute the field of psychology. Emerging issues in the field of psychology, what different types of psychologists do, and how to critically evaluate psychological literature will be covered.
GenEd: D, E

PSY 202 BIOSTATISTICS (3)
Three hours lecture per week
Prerequisite: A passing score on the Entry Level Mathematics Exam (ELM) or MATH 105 or equivalent
Critical reasoning using a quantitative and statistical problem-solving approach to solve real-world problems. Uses probability and statistics to describe and analyze biological data collected from laboratory or field experiments. Course will cover descriptions of sample data, probability and empirical data distributions, sampling techniques, estimation and hypothesis testing, ANOVA, and correlation and regression analysis. Students will use standard statistical software to analyze real world and simulated data. A lab fee is required.
Same as MATH 202
GenEd: B3

PSY 210 LEARNING, COGNITION AND DEVELOPMENT (3)
Three hours lecture per week
This course presents an overview of the theories of learning, cognition, and human development. Major theories of learning and of psychological, emotional, ethical and physical development will be covered with emphasis on the application of these theories in real life settings such as schools and other organizations.
GenEd: E

PSY 211 COGNITION AND LEARNING (3)
Three hours lecture per week
Examines psychological theories of cognition as they apply to learning. Theories introduced in this course will seek to explain learning phenomenon and provide a conceptual framework for understanding and discussing behavior and cognition. Practical applications and current research in the cognitive sciences will also be discussed.

PSY 212 NEUROBIOLOGY AND COGNITIVE SCIENCE (3)
Three hours lecture per week
Prerequisite: BIOL 100 or BIOL 200 or BIOL 201
Principles of brain organization and function underlying behavior. Topics include neuroanatomy and physiology of language, vision, sexual behavior, memory and abnormal behavior.
Same as BIOL 212
GenEd: B2, E

PSY 213 DEVELOPMENTAL PSYCHOLOGY (3)
Three hours lecture per week
Prerequisite: PSY 100
This course represents an in-depth survey of theory and research in developmental psychology throughout the life span. The course introduces students to the biological, cognitive, emotional, social, and linguistic development from the prenatal period to adulthood.
GenEd: D, E

PSY 217 THEORIES OF PERSONALITY (3)
Three hours lecture per week
This course considers the major theoretical, application, research, and assessment issues in the study of personality. Emphasis will be placed on the theoretical aspects of personality and the different ways in which these theories are validated. The course will also explore some of the more commonly used personality assessment measures, cultural influences on personality theory, as well as at least one non-Western theory of personality.

PSY 220 HUMAN SEXUAL BEHAVIOR (3)
Three hours lecture per week
This course covers knowledge about the processes and variations in: sexual functions and reproduction; intimate relationships; sexual and gender role development and behavior; and the social, cultural, historical and moral contexts of sex and love.
GenEd: E

PSY 300 PSYCHOLOGICAL RESEARCH AND STATISTICAL METHODS I (3)
Two hours lecture and two hours laboratory per week
Prerequisite: PSY 202, 212, 213, 217 and Upper Division Standing, or Consent of Instructor
Introduction to research methodology and a basic framework to evaluate social and behavioral science research. Topics include how to apply the scientific method within the field of psychology and the social sciences, ethical guidelines and issues related to the research in, and practice of, psychology, how to evaluate research and popular claims in psychology with a critical eye, and computer applications related to statistics and research. Coursework on inferential and descriptive statistical methods will build on material from PSY 202.

PSY 301 PSYCHOLOGICAL RESEARCH AND STATISTICAL METHODS II (3)
Two hours lecture and two hours laboratory per week
Prerequisite: PSY 300 with grade C or better
A continuation of PSY 300. Advanced research methodology within the empirical framework in the behavioral sciences. Topics include how to apply the scientific method within the field of psychology and the social sciences, ethical guidelines and issues related to the research in, and practice of, psychology, how to evaluate research and popular claims in psychology with a critical eye, and computer applications related to statistics and research. Coursework on inferential and descriptive statistical methods will build on material from PSY 300.

PSY 303 STATISTICAL APPLICATIONS IN THE SOCIAL SCIENCES (4)
Four hours lecture per week
Prerequisite: MATH 105 or equivalent
Introduces quantitative methods as used in social science research and prepares students for statistical literacy. Students will be expected to demonstrate a clear understanding of statistical techniques and data analysis unique to the social sciences. Students will learn to use descriptive and inferential statistics to test hypotheses. Students will use SPSS to analyze data.
Same as SOC 303, POLS 303

PSY 305 FIELD RESEARCH METHODS (3)
Three hours lecture per week
Prerequisite: PSY 300 and PSY 301 and PSY 303 or PSY 202
Principles and practices of field research methods in basic and applied social science research settings. The relationship between field and laboratory studies are highlighted with a special emphasis on survey and evaluation research methods and study designs, client and respondent relationships, and research and public policy.

PSY 310 HISTORY AND SYSTEMS OF PSYCHOLOGY (3)
Three hours lecture per week
Prerequisite: Upper Division Standing or Consent of Instructor
This course examines the historical development of psychological thought and methodology, from its origins in philosophy, its attempts to emulate the natural sciences, through the Diaspora of contemporary psychological thought. The major schools of psychology will be explored in context of their philosophical, cultural and ethical influences.

PSY 312 SOCIAL PSYCHOLOGY (3)
Three hours lecture per week
Prerequisite: Upper Division Standing or Consent of Instructor
This course is an in-depth survey of the major areas of social psychology. Emphasizes an understanding of the important methods, terms, theories, and findings in the field of social psychology.

PSY 313 CLINICAL AND ABNORMAL PSYCHOLOGY (3)
Three hours lecture per week
Examines the major diagnostic, etiologic, and treatment options for a variety of psychopathologies and psychological disorders. Areas to be covered include how psychologists diagnose, assess, understand the etiology, and treat psychological illness and problems. Topics include: disorders related to anxiety, stress & trauma, mood, schizophrenia and psychosis, eating and substance abuse, memory & organic dysfunctions, personality; social, cultural, and legal issues related to psychopathology.

PSY 314 BEHAVIORAL NEUROSCIENCE (4)
Three hours lecture and two hours laboratory per week
Neuroanatomy, physiology, pharmacology and their application to cognition, emotion, language, learning, motivation, perception and memory. A lab fee is required.

PSY 315 CHILD PSYCHOPATHOLOGY (3)
Three hours lecture per week
Prerequisite: PSY 100, PSY 213, PSY 313
Examines behavioral disorders in children and introduces the diagnostic criteria and treatment issues related to children. Topics include disorders related to development, learning, behavior, mood, anxiety, schizophrenia, and substance abuse.

PSY 316 SENSATION AND PERCEPTION (3)
Three hours lecture per week
Prerequisite: Upper Division Standing
This course will examine the psychological and physiological mechanisms underlying sensation and perception. Topics include the measurement of sensation and the physiological basis of sensation and perception.

PSY 327 PARENTING (3)
Three hours lecture per week
Prerequisite: PSY 100, PSY 211, PSY 213
Examines theories of parent-child relations across the life-span and introduces the theoretical frameworks, research, and applications of parenting techniques and strategies.

PSY 333 MEASUREMENT AND TESTING OF GROUPS AND INDIVIDUALS (3)

Three hours lecture per week
Prerequisite: Upper Division Standing
Covers the principles of measurement as applied to group standardized measures of achievement, special aptitude, intelligence, personality, and interest for use in educational settings. Survey the administering, scoring, and interpreting of these measures. Language and culture issues related to testing will be explored.
GenEd: D, Interdisciplinary

PSY 337 PSYCHOLOGICAL ETHICS AND MORAL PHILOSOPHY (3)

Three hours lecture per week
Prerequisite: Upper Division Standing
Provides students with a broad overview of some of the main philosophical and moral ideas that are used as a basis for resolving debates in psychology, the mental health fields and public health.
GenEd: D, Interdisciplinary

PSY 338 PSYCHOLOGY OF ART AND ARTISTS (3)

Three hours lecture per week
An inquiry into the mind of the artist and the psychological dynamics that underlie the creative process. Emphasis is placed on deciphering personal allegory and universal symbolism hidden within a wide range of visual and conceptual genre in painting, sculpture, film and music. The self-image of the artist will be examined from private and public point of view.
Same as ART 338
GenEd: C1, E, Interdisciplinary

PSY 339 PSYCHOLOGY AND LITERATURE (3)

Three hours lecture per week
This course looks at the ways in which human psychology manifests in literature and the ways literature instructs us about human psychology. Through reading, writing about, and discussing texts with particularly rich psychological content, issues related to mental health and the human condition will be explored. The course will also cover some theoretical and technical aspects of psychology relevant to the readings.
Same as ENGL 339
GenEd: C2, D, Interdisciplinary

PSY 340 HISTORY AND PSYCHOLOGY OF NAZI GERMANY (3)

Three hours lecture per week
Prerequisite: Upper Division Standing
Examines the historical and psychological roots of the Nazi movement in Germany. Areas covered will include the mass psychology of fascism, the psychopathology of Nazi leaders, and the psychological impact of the holocaust.
Same as HIST 340
GenEd: D, E, Interdisciplinary

PSY 342 COMPLEMENTARY AND ALTERNATIVE HEALTH (3)

Three hours lecture per week
Examines alternatives to conventional health approaches such as acupressure, herbal remedies, relaxation, therapeutic massage, naturopathy, qigong, and yoga. Emphasis on individual and social lifestyle approaches, legal and ethical barriers, governmental status and support.
Same as NRS 342
GenEd: C3B, E, Interdisciplinary

PSY 344 PSYCHOLOGY AND TRADITIONAL ASIAN THOUGHT (3)

Three hours lecture per week
Prerequisite: Upper Division Standing or Consent of Instructor
This course examines the differences and similarities between the Western practice of psychology and traditional Asian systems of philosophy and religion. Topics include: health, well-being and enlightenment, pathology, Buddhism, Daoism, and depth psychologies.
GenEd: C3B, E, Interdisciplinary

PSY 345 INDIVIDUALS WITH DISABILITIES IN SOCIETY (3)

Three hours lecture per week
Major types of disabilities and giftedness, including definitions, causes, characteristics, and educational implications. Topics include: disability perspectives and social, legal, and educational considerations of disability issues.
Same as SPED 345
GenEd: D, E, Interdisciplinary

PSY 346 HUMAN MOTIVATION (3)

Three hours lecture per week
Examines different biological, social, learning and cognitive approaches to the topic of motivation. The key theories of motivation will be reviewed and applied. Topics include: contemporary, psychological, biological and sociocultural principles, issues including drug addiction and gang affiliation.
GenEd: E, Interdisciplinary

PSY 348 HEALTHY AGING (3)

Three hours lecture per week
Explores physical, cultural and psychosocial factors influencing health issues during the elderly years of life. Topics include aging stereotypes, cultural and family influences on the elderly, physiology of aging, lifestyles choices associated with healthy aging, and end of life care.
Same as NRS 348, SOC 348
GenEd: D, E, Interdisciplinary

PSY 357 PSYCHOLOGY OF FAMILIES (3)

Three hours lecture per week
A study of the dynamics of the family as a social system, with emphasis on recent research regarding processes of family change, dissolution, disorganization and reorganization. Traces the historical development of the modern family; role expectations of husbands, wives, parents and children; examines family diversity with respect to ethnicity/race, sexuality, and income.

PSY 370 FUNDAMENTALS OF COUNSELING THEORY (3)

Three hours lecture per week
Prerequisite: PSY 100, PSY 213, and PSY 217
Overview of selected counseling theories and models used in private practice, school, and community settings. Focus is on relating theory to practice, counselor-client relationships, counseling in a culturally diverse society, case studies, methods of adult and child assessment, and professional ethics.

PSY 410 PSYCHOLOGICAL TESTING (3)

Three hours lecture per week
Prerequisite: PSY/MATH 202 or Consent of Instructor
Surveys the administration and interpretation of objective and projective personality and educational assessment instruments. Basic assessment issues will be discussed as well as ethical and cultural issues related to testing.

PSY 415 ASSESSMENT OF CHILDREN (3)
Three hours lecture per week
Prerequisite: PSY 333 or PSY 410
An intensive study in the cognitive-intellectual, emotional, and developmental assessment of children. Topics include: testing instruments, concepts of intelligence, cognition, emotional development, and specific developmental disorders in children, issues of language and culture related to the assessment of children.

PSY 420 AFRICAN AMERICAN FAMILIES (3)
Three hours lecture per week
Examines the structure, values, and behavior patterns of the contemporary African American family as influenced by African culture and kinship systems and the institution of slavery in association with other factors. The orientation to African American family life will emphasize its strengths, weaknesses, adaptations, strong kinship bonds, and family roles.

PSY 424 ORGANIZATIONAL BEHAVIOR (3)
Three hours lecture per week
Prerequisite: MGT 307 or by Instructor Consent
An application of behavioral science theory and concepts with a focus on individual, interpersonal and group processes in a diverse work force. Topics include personality traits, emotions, values, work attitudes, work motivation, organizational politics, group effectiveness and conflict. Extensive use of individual and group case analysis.
Same as MGT 424

PSY 429 INTERGROUP RELATIONS (3)
Three hours lecture per week
Prerequisite: Junior or Senior Standing
Provides an overview of the social psychological study of intergroup relations, emphasizing underlying social and individual dynamics. Considers theory and research in the field and the application of these to a variety of societies and groups. Topics include the importance of groups in individual identity development; stereotypes, prejudice, and discrimination; intergroup inequality and injustice; collective action, and social protest.

PSY 432 SEMINAR IN LEADERSHIP (3)
Three hours seminar per week
Prerequisite: Consent of Instructor
This course gives students an opportunity to both study and experience communicative, managerial, psychological, and sociological perspectives related to leadership. This includes in-depth study of aggression and dominance, group structure and behavior, decision-making, and the role of personality in leadership.
GenEd: D, E, Interdisciplinary

PSY 436 PSYCHOLOGY AND HISTORY OF EAST ASIAN WARRIOR CULTURES (3)
Three hours lecture per week
Prerequisite: Upper Division Standing or Consent of Instructor
Examines the psychological and historical roots of warrior cultures in East Asia. Characteristics such as duty, enlightenment, honor, loyalty, and discipline will be examined in the context of the individual and group psychology of warrior cultures throughout history. Psychological and historical conceptions of violence, aggression, and strategy will also be explored. Students will be encouraged to relate values derived from Asian warrior cultures to their own lives, while reflecting on the applicability of these ideas to modern life.
Same as HIST 436
GenEd: D, E, Interdisciplinary

PSY 445 ADOLESCENT DEVELOPMENT (3)
Three hours lecture per week
Prerequisite: Upper Division Standing, PSY 213 or Consent of Instructor
Psychosocial dynamics of adolescents and young adults. Topics include physical and maturational development, theories of adolescence, family and peer group influences, sexuality, cognitive and vocational development, schooling and youth culture.
GenEd: D, E, Interdisciplinary

PSY 449 HUMAN-COMPUTER INTERACTION (3)
Three hours lecture in the lab per week
Prerequisite: Programming Experience or Consent of Instructor
The information exchange between humans and computer systems will be examined. Aspects of input/output devices, software engineering, and human factors will be discussed with respect to human-computer interactions. Topics include: text and graphic display; user modeling; program design, debugging, complexity and comprehension; and current research studies and methodologies.
Same as COMP 449
GenEd: B4, E, Interdisciplinary

PSY 450 ADVANCES IN NEURAL SCIENCE (3)
Three hours lecture per week
Prerequisite: PSY 212 and PSY 314
Surveys current research on the nervous system, its development, and its control of behavior. The course also describes some neurological and behavioral disorders that are both instructive scientifically and important clinically. Includes inferences that can be made about human brain functions from the effects of neurological trauma and clinical tests.

PSY 457 CRIMINAL BEHAVIOR (3)
Three hours lecture per week
Prerequisite: PSY 313 or Consent of Instructor
An introduction to the fundamentals of criminal psychology through the study of the psychological factors which relate to or cause criminal behavior in individuals. The practice of forensic psychology, the legal system, law enforcement psychology, prison psychology, and the criminal behavior of groups will also be discussed.

PSY 460 ADDICTION STUDIES (3)
Three hours lecture per week
Prerequisite: PSY 100, PSY 217, and PSY 313
Focuses on the influence of addictive disorders on individuals, family and society. Applies a multidisciplinary analytical framework. Topics include theories of addiction, pharmacology of drug use, assessment, family and community responses, treatment interventions, and policy issues related to societal responses to and treatment of addictions.

PSY 461 ADVANCED TOPICS IN CHILD AND ADOLESCENT DEVELOPMENT (3)
Three hours lecture per week
Prerequisite: PSY 210 or PSY 313 or Consent of Instructor
Represents an advanced study of human growth and development. Repeatable by topic.

PSY 470 SEMINAR IN FREUD AND OBJECT RELATIONS THEORY (3)
Three hours lecture per week
Prerequisite: PSY 313 or Consent of Instructor
An overview of the works of Freud and neo-Freudian schools of thought. Emphasis on both structural and developmental models in psychoanalytic thought as applied to the individual and to society at large. Feminist and non-Western cultural interpretations of these theories will also be discussed.

PSY 471 SEMINAR IN JUNGIAN AND ARCHETYPAL PSYCHOLOGY (3)
Three hours lecture per week
Prerequisite: PSY 313 or Consent of Instructor
An overview of the works of Jung and neo-Jungian schools of thought. Emphasis on both structural and phenomenological views of Jung's work as applied to the individual and to society at large. Structural theories of mythology both Eastern and Western will be discussed in context of Jung's work.

PSY 473 BIZARRE BEHAVIOR AND CULTURE BOUND SYNDROMES (3)
Three hours lecture per week
Prerequisite: PSY 313 or Consent of Instructor
This course examines behaviors which seem to be at the extreme edge of the human repertoire. Nevertheless, such behaviors have at different times and cultures been considered normal. Students in this course will examine such behaviors with an open mind, while attempting to understand that so-called normal behaviors in our own culture could be construed as bizarre.

PSY 482 INTERMEDIATE STATISTICS (3)
Three hours lecture per week
Prerequisite: PSY 300 and PSY 301 and PSY 303 or PSY 202
Presents advanced statistical analyses and their application including factorial designs, multivariate analysis of variance, and multiple regression. Emphasizes is on both the theoretical and applied aspects of the various statiscal approaches.

PSY 490 TOPICS IN PSYCHOLOGY (1-3)
Up to Three hours lecture per week
Prerequisite: PSY 301 or Consent of Instructor
Provides an in-depth study of some aspect of psychology. Repeatable by topic.

PSY 492 INTERNSHIP OR SERVICE LEARNING (1-3)
Variable hours per week
Prerequisite: Upper Division Standing and Consent of Instructor
Supervised work/volunteer experience in an appropriate setting with supervision in the field from an appropriate person with credentials and/or experience in a specialty related to psychology. Students are required to write a report of their experience. Supervised work/volunteer experience in an appropriate setting. Includes supervision in the field from an appropriate person with credentials and/or experience in a specialty related to psychology. Students are required to write a report of their experience.

PSY 494 INDEPENDENT RESEARCH IN PSYCHOLOGY (1-3)
Variable hours per week
Prerequisite: Upper Division Standing and Consent of Instructor
An independent research project for undergraduate students supervised by a faculty member. A written report of the research is required.

PSY 497 DIRECTED STUDY IN PSYCHOLOGY (1-3)
Variable hours per week
Prerequisite: Upper Division Standing in Psychology and Consent of Instructor
An intensive study of some aspect of psychology, usually via an in-depth review of the literature. Intended for undergraduate students supervised by members of the psychology faculty. A written report summarizing the study is required.

PSY 499 SENIOR CAPSTONE COURSE (1-3)
Variable hours per week
Prerequisite: Upper Division Standing in Psychology and Consent of Instructor
This course is an interdisciplinary experience in which students work in teams, contributing their expertise to a community-based project group.

SOCIOLOGY

SOC 100 INTRODUCTION TO SOCIOLOGY (3)
Three hours lecture per week
An introductory study of the basic concepts, theoretical approaches, and methods of sociology. Topics include: the analysis and explanation of social structure, social change, group dynamics, socialization and self, social stratification, and cultural diversity.
GenEd: D

SOC 201 SOCIAL PROBLEMS IN A SERVICE LEARNING CONTEXT (3)
Three hours lecture per week
Examines social problems in the United States from a sociological perspective. Social problems in the community such as homelessness, poverty, and racism will be explored through integrating classroom discussion, lecture, reading and required community service.
GenEd: D

SOC 202 INTRODUCTION TO RESEARCH METHODS (3)

Three hours lecture per week
Prerequisite: SOC 100
Introduction to the methodology used by sociologists and other social scientists to analyze, describe, and theorize about social issues and structures. Emphasis in both quantitative and qualitative research strategies, the role of theory in guiding research, and the application of scientific logic in the social sciences.

SOC 303 STATISTICAL APPLICATIONS IN THE SOCIAL SCIENCES (4)

Four hours lecture per week
Prerequisite: MATH 105 or equivalent
Introduces quantitative methods as used in social science research and prepares students for statistical literacy. Students will be expected to demonstrate a clear understanding of statistical techniques and data analysis unique to the social sciences. Students will learn to use descriptive and inferential statistics to test hypotheses. Students will use SPSS to analyze data.
Same as PSY 303, POLS 303

SOC 309 TOPICS IN GAY, LESBIAN, BISEXUAL, TRANSGENDER, AND QUEER STUDIES (1)

One hour lecture per week
This course provides an introductory exposure to gay, lesbian, bisexual, and transgendered issues through lecture, presentation, activities, and discussion. Each semester a new topic of importance to gay, lesbian, bisexual, transgendered, and/or queer individuals will be presented.
Graded Credit/No Credit

SOC 310 RESEARCH METHODS IN SOCIOLOGY (3)

Three hours lecture per week
Prerequisite: SOC/PSY/POLS 303
Examines quantitative and qualitative methods of research used by sociologists. Topics may include: survey research design, hypothesis formulation, questionnaire and interview design, interviewing techniques, scaling, sampling, data preparation and statistical analysis of quantitative data through SPSS. Research ethics and related topics are also addressed.

SOC 322 SOCIOLOGY OF POPULAR CULTURE (3)

Three hours lecture per week
Prerequisite: SOC 100
Examines popular culture from a sociological and a comparative perspective. Emphasizes the impact of mass media on individual behavior, marketing and consumption of amusements and entertainments in the domestic and global marketplace.
Same as ENGL 322, COMM 322

SOC 330 POLITICAL SOCIOLOGY (3)

Three hours lecture per week
Examines power and power structures at all levels of society. The roles of social classes, movements, and institutions in shaping the political process and social influences on political behavior are explored.
Same as POLS 330
GenEd: C3B, D, Interdisciplinary

SOC 331 NARRATIVES OF THE WORKING CLASS (3)

Three hours lecture per week
Examines the lives of working people using various thematic approaches and disciplinary methodologies. Materials include literature, film, and case studies.
Same as ECON 331, ENGL 331, HIST 331, POLS 331
GenEd: C2, D, Interdisciplinary

SOC 336 SOCIAL ENTREPRENEURSHIP (3)

Three hours lecture per week
Social entrepreneurship is about creating and leading organizations that strive to advance social change. Draws from both theory and practice to explore important trends in the private and social sectors, which are creating space for innovation and opportunities for individuals with business skills to drive positive change. Incorporates case studies, exercises, field trips, group presentations, and, a semester-long service project.
Same as BUS 336
GenEd: D and Interdisciplinary

SOC 348 HEALTHY AGING (3)

Three hours lecture per week
Explores physical, cultural and psychosocial factors influencing health issues during the elderly years of life. Topics include aging stereotypes, cultural and family influences on the elderly, physiology of aging, lifestyles choices associated with healthy aging, and end of life care.
Same as NRS 348, PSY 348
GenEd: D, E, Interdisciplinary

SOC 350 SOCIAL STRATIFICATION: THEORIES OF SOCIAL CLASS (3)

Three hours lecture per week
Prerequisite: SOC 100 and 300 or equivalent
Analysis of the distribution of wealth, prestige, and power. Examines various approaches to the study of the causes of poverty, life chances of the poor, lifestyles of the wealthy, upward and downward mobility, and class and group conflict in society.

SOC 352 SOCIAL MOVEMENTS (3)

Three hours lecture per week
Prerequisite: SOC 100, SOC 201, SOC 202
The sociology of social movements analyzes the causes and consequences of organized social action. The course examines theories of social movements and a variety of case studies of movements. Particular movements studied vary by semester.

SOC 360 RACE & ETHNICITY (3)

Three hours lecture per week
Prerequisite: SOC 100
This course examines issues of race, religion, ethnic relations and power in the U.S. and elsewhere. Power, prejudice, and discrimination relating to minority status are emphasized.

SOC 370 CRIME AND SOCIETY (3)

Three hours lecture per week
Prerequisite: SOC 100, SOC 201, SOC 202
Examination of forms, causes and the extent of crime in the United States. Focuses on why people break the law, the genesis of norms, and how the law is applied.

SOC 372 URBAN SOCIOLOGY (3)
Three hours lecture per week
Prerequisite: SOC 100
Studies cities and urbanization, including processes of growth and change, the structuring of social space, dynamics of social inequality and the recent conflicts. Addresses processes of suburbanization, issues of race and diversity in the spatial and political dynamics of metropolitan areas, and the phenomenon of global cities.

SOC 374 SOCIOLOGY OF ORGANIZATIONS (3)
Three lecture hours per week
Prerequisite: SOC 100
The sociological study of organizations addresses issues of organizational dynamics (internal processes, origins, development, collapse). This course introduces students to the several dominant perspectives on organizations (rational, natural, and open system perspectives), as well as newer institutionalist approaches focusing on culture and legitimacy.

SOC 410 SOCIOLOGY OF GENDER AND SEXUALITY (3)
Three hours of lecture per week
Prerequisite: SOC 100 and SOC 203
Analysis of gender and sexuality in human society with special attention to gendered socialization practices, issues in equality from historic as well as contemporary and cross-cultural perspectives, and sexual identities and behaviors.

SOC 412 SEX, LOVE AND MONEY: THE FAMILY (3)
Three hours lecture per week
Prerequisite: SOC 100, SOC 201, SOC 202
Analysis of the family as a social institution that meets specific social needs; as a social construction that is culturally bound and malleable, and as a source of social exchange and currency. Presents an understanding of contemporary intimate life in the U.S. by examining the social history of families and current areas of concern.

SOC 415 SOCIOLOGY OF RELIGION (3)
Three hours seminar per week
Prerequisite: Three units in Sociology
Examines religion in contemporary society: beliefs, rituals, organization, and the social functions of major denominations and religious cults. Examines stability and conflict, fundamentalism and secularization, and religion in the context of other social institutions.

SOC 418 SOCIOLOGY OF EDUCATION (3)
Three hours seminar per week
Prerequisite: Three units in Sociology
Course addresses the theoretical, methodological, and descriptive contributions of sociology to the study of education. Issues include access to education, quality of education, and importance of education in perpetuating the social class system.

SOC 420 CLASSICAL SOCIOLOGICAL THEORY (3)
Three hours lecture per week
Prerequisite: SOC 100, SOC 201 and SOC 202
This course explores the origin and development of the discipline of sociology with a particular focus on the classical period: the 19th century to mid-20th century. Students will develop an appreciation for the roots of sociological theorizing by reading the work of such thinkers as Emile Durkheim, Max Weber, W.E.B. DuBois, Karl Marx and others.

SOC 421 CONTEMPORARY SOCIOLOGICAL THEORY (3)
Three hours lecture per week
Prerequisite: SOC 100, SOC 201, SOC 202 and SOC 420
Modern sociological paradigms from the 1960s forward to the present period including Marxism, neoMarxist modern theory, critical theory, symbolic interaction, rational choice, feminist theories and theories on modernity and post-modernity.

SOC 429 SOCIAL CHANGE IN SPAIN (3)
Three hours lecture per week
Prerequisite: SPAN 202 or SPAN 212 or with Consent of Instructor
Taught in Spanish. Addresses two aspects of Spanish culture, the tremendous social change during the period known as the transition from the dictatorship of Franco to a modern democratic state, as well as how social change is expressed in a variety of social institutions.
Same as SPAN 429

SOC 440 POPULATION STUDIES (3)
Three hours lecture per week
Prerequisite: SOC 100 and MATH 202
This course focuses on the basic concepts, skills and issues in demography and population studies. It will apply concepts to contemporary population issues such as family demography, urban transition, environmental degredation, and economic development.
Same as ESRM 440
GenEd: D, Interdisciplinary

SOC 448 GLOBALIZATION AND DEVELOPMENT (3)
Three hours lecture per week
Prerequisite: SOC 100
Examines empirical and theoretical issues of globalization from a sociological perspective, to understanding how the forces of globalization affect economic, political and cultural systems of both developed and developing nations.
Same as ECON 448, BUS 448
GenEd: D, Interdisciplinary

SOC 490 TOPICS IN SOCIOLOGY (3)
Three hours per week
Prerequisite: Consent of Instructor
In-depth analysis of current topics in sociology. Topics vary. Repeatable by topic.

SOC 492 FIELD EXPERIENCE IN SOCIOLOGY (2-3)
Variable hours up to 7 hours per week
Prerequisite: SOC 203, SOC 310, Junior-level standing, GPA 3.0 and above, and consent of instructor
Field experience in Sociology offers an internship placement and/or applied research opportunity for advanced students of Sociology.

SOC 494 INDEPENDENT STUDY (1-3)
Prerequisite: Consent of Instructor
Independent study in Sociology. Up to 3 units may be applied to the major. Independent study is for advanced students who wish to propose a course of study not currently offered in the curriculum.

SOC 499 CAPSTONE (3)
Three hours lecture per week
Prerequisite: Completion of all core courses in Sociology
Complete a research project based on a specific area in the discipline of sociology. Research projects may incorporate service to an area agency.

SPANISH

SPAN 101 ELEMENTARY SPANISH I (4)
Four hours lecture per week
This course addresses the development of basic functional proficiency in the Spanish language. As students develop their listening, speaking, reading and writing skills, they acquire knowledge about cultural similarities and differences between the U.S. and the Spanish-speaking world. Students who are native speakers or with two or more years of high school Spanish taken within the last three years or with credit in college level Spanish will be required to take a higher level Spanish course.
GenEd: C3A

SPAN 102 ELEMENTARY SPANISH II (4)
Four hours lecture per week
Prerequisite: SPAN 101 or equivalent
Continued development of basic functional proficiency in Spanish. As students continue to develop their listening, speaking, reading and writing skills, they will acquire more basic knowledge about the cultural and civilization of the Spanish speaking world. Students with knowledge beyond this coure level will be required to take a higher level Spanish course.
GenEd: C3A

SPAN 105 ELEMENTARY SPANISH FOR K-12 TEACHERS (3)
Three hours of lecture per week
Prerequisite: SPAN 101 or equivalent
Fosters the development of basic functional proficiency in the Spanish language, with emphasis on terminology and interactions related to school settings. The course is designed for those interested in learning to better communicate with Spanish-speaking members of the school population. Topics will include: Spanish alphabet, classroom vocabulary, and communication with parents.

SPAN 201 INTERMEDIATE SPANISH I (4)
Four hours lecture per week
Prerequisite: SPAN 102 or equivalent
Through the study of the culture and civilization of the Hispanic world, students continue to develop their listening, speaking, reading and writing skills in Spanish.
GenEd: C3A, C3B

SPAN 202 INTERMEDIATE SPANISH II (4)
Four hours lecture per week
Prerequisite: SPAN 201 or equivalent
Through the study of the culture and civilization of the Hispanic world, students further develop their listening, speaking, reading and writing skills in Spanish.
GenEd: C3A, C3B

SPAN 211 SPANISH FOR HERITAGE SPEAKERS I (4)
Four hours lecture per week
Prerequisite: Consent of Instructor
This course is designed for students accustomed to hearing Spanish and English at home who are able to understand much of what they hear as well as speak some Spanish, and who are interested in further developing their language skills, particularly in speaking, reading and writing. Course content will include the culture and civilization of the Hispanic world, with emphasis on the U.S.
GenEd: C3A, C3B

SPAN 212 SPANISH FOR HERITAGE SPEAKERS II (4)
Four hours lecture per week
Prerequisite: SPAN 211 or equivalent or Consent of Instructor
This course is designed for students accustomed to hearing Spanish and English at home who are able to understand much of what they hear as well as speak some Spanish, and who are interested in further developing their language skills, particularly in speaking, reading and writing. Course content will include the culture and civilization of the Hispanic world, with emphasis on the U.S.
GenEd: C3A, C3B

SPAN 301 ADVANCED SPANISH: PART ONE (3)
Three hours lecture per week
Prerequisite: SPAN 202 or SPAN 212 or Consent of Instructor
Enhancement of communicative abilities in listening, speaking, reading and writing through the examination of topics of interest in the Hispanic world. Several of the topics include: cultural perspectives, ancestry and roots, and work and leisure. Student projects to include presentations, service activities and cultural portfolio.
GenEd: C3A

SPAN 302 ADVANCED SPANISH: PART TWO (3)
Three hours lecture per week
Prerequisite: SPAN 202 OR SPAN 212 or Consent of Instructor
Further enhancement of communicative abilities in listening, speaking, reading and writing through the examination of topics of interest in the Hispanic world. Several of the topics include: tradition and change, cultural and linguistic contrasts, and human rights and equality. Student projects to include presentations, service activities and cultural portfolio.
GenEd: C3A

SPAN 304 SPANISH FOR CAREERS AND PROFESSIONS (3)
Three hours lecture per week
Prerequisite: SPAN 301 or SPAN 302 (may be taken concurrently) or Consent of Instructor
Interactive study of Spanish as applied to the fields of business, education, health professions and social services. Students will learn the basic vocabulary and expressions pertaining to these fields.

SPAN 310 INTRODUCTION TO PROSE, POETRY AND DRAMA (3)
Three hours lecture per week
Prerequisite: SPAN 301 or SPAN 302 or Consent of Instructor
This is an introductory literature course designed to develop students' ability to read, discuss and write about literary texts. Selections of poetry, prose, and dramatic works from among Spanish, Latin American and U.S. Latino authors will be explored.

SPAN 311 BILINGUAL LITERARY STUDIES/ESTUDIOS LITERARIOS BILINGUES (3)
Three hours lecture per week
Prerequisite: ENGL 103 or ENGL 105 and SPAN 202 or SPAN 212 or Consent of Instructor
This course explores the literatures of the Americas written in two languages: English and Spanish. Course texts will include works written by bilingual U.S. authors and Latin American authors writing primarily in Spanish; genres may include novels, with a special focus on Magical Realism/el realismo magico, short stories/cuentos, and poetry. Readings will be in the original language; class discussions will be bilingual.
Same as ENGL 311

SPAN 315 CONTRASTIVE FEATURES OF SPANISH AND ENGLISH (3)

Three hours lecture per week
Prerequisite: SPAN 301 or SPAN 302 or Consent of Instructor
Exploration of the linguistic similarities and differences of Spanish and English regarding their sound systems as well as their grammatical systems. Through this exploration of phonology, morphology and syntax, students will gain an understanding of the features of each language implicated in Second Language Acquisition.

SPAN 320 INTRODUCTION TO SPANISH TRANSLATION (3)

Three hours lecture per week
Prerequisite: SPAN 202 or SPAN 212 or Consent of Instructor
This course is an introduction to the history, theory, and practice of translation from Spanish to English and from English to Spanish. In the process of translating texts, students will learn strategies, techniques and principles of translation and, at the same time, increase their proficiency in Spanish.

SPAN 334 SPANISH LANGUAGE DRAMA AND THEATRE (3)

Three hours lecture per week
Read and analyze one-act plays from diverse parts of the Spanish-speaking world, and focus on majors works for in-depth study and performance. In addition to learning about the historical, cultural and sociological context of the plays, students will learn acting techniques and appropriate Spanish-language vocabulary and phrases. Note: Course is open to all levels of Spanish speakers.
Same as PATH 334
GenEd: C2, C3B, Interdisciplinary

SPAN 410 CIVILIZATIONS AND CULTURES OF SPAIN (3)

Three hours lecture per week
Prerequisite: SPAN 301 or SPAN 302 or Consent of Instructor
Explores the history of Spain, from the formation of Hispania to the present. Major geographical, political, religious and literary aspects of Spain will be discussed. Oral presentations will be required.

SPAN 411 CIVILIZATIONS AND CULTURES OF LATIN AMERICA (3)

Three hours lecture per week
Prerequisite: SPAN 301 or 302 or Consent of Instructor
Explores the history of the Spanish-speaking regions of Latin America, from pre-Columbian civilizations to the Spanish conquest to the present. Major geographical, political, religious and literary aspects of Latin American culture will be discussed. Oral presentations will be required.



SPAN 415 SPANISH LANGUAGE VARIATION & DIVERSITY (3)

Three hours lecture per week
Prerequisite: SPAN 315 or Consent of Instructor
This course provides a linguistic exploration of Spanish language variation. It explores different types of language variations, including historical change (language evolution from Latin to Spanish), geographical variation (different dialects in the Spanish-speaking world), and sociolinguistic variation (based on economic class, age, gender, etc.). It also analyzes fundamental issues in bilingualism (such as Spanish-English codeswitching) and other sociopolitical topics relating to the use of Spanish in the United States.

SPAN 420 SPECIALIZED SPANISH TRANSLATION (3)

Three hours lecture per week
Prerequisite: SPAN 320 or Consent of Instructor
Practice and critique of translations of a range of specialized material (legal, literary, business, social science, technical, and audiovisual) both from Spanish to English and from English to Spanish. Review of translation theory, methods, techniques, and problems.

SPAN 421 SPANISH FOR EDUCATORS I (3)

Three hours lecture per week
Prerequisite: SPAN 301 or SPAN 302 or Consent of Instructor
Prepares students to function effectively in Spanish within a school setting. Emphasis is placed on developing the Spanish fluency and vocabulary necessary for classroom and school-related community situations. Course content emphasizes the K-6 school setting. The topics include: General school-related vocabulary, parent-teacher conferences, writing letters, language arts and reading vocabulary, examples of Spanish-language children's literature, social studies and mathematics. This course does not count toward the Spanish Major.

SPAN 422 SPANISH FOR EDUCATORS II (3)

Three hours lecture per week
Prerequisite: SPAN 301 or SPAN 302 or Consent of Instructor
Prepares students to function effectively in Spanish within a school setting. Emphasis is placed on developing the Spanish fluency and vocabulary necessary for

classroom and school-related community situations. Course content emphasizes the K-6 school setting. The topics include: 1) General science vocabulary (parts of the body, illnesses, foods and nutrition, animals, plants, minerals, weather, solar system), 2) General art vocabulary and brief introduction to several Hispanic artists and their work, 3) General music vocabulary and brief introduction to several Spanish-language songs, including children's songs. This Course does not count toward the Spanish major.

SPAN 429 SOCIAL CHANGE IN SPAIN (3)

Three hours lecture per week
Prerequisite: SPAN 202 or SPAN 212 or with Consent of Instructor
Taught in Spanish. Addresses two aspects of Spanish culture, the tremendous social change during the period known as the transition from the dictatorship of Franco to a modern democratic state, as well as how social change is expressed in a variety of social institutions.
Same as SOC 429

SPAN 460 MASTERPIECES OF SPANISH LITERATURE (3)

Three hours lecture per week
Prerequisite: SPAN 301 or SPAN 302 or Consent of Instructor
This is an advanced literature course designed to develop reading, writing, and literary analysis. The content of the course will focus on selections of poetry, prose, and theater from literary masterpieces of Spanish Literature. Lectures, discussions, and analysis of the texts will be the center of class activities. Student projects will include both individual as well as group oral presentations and reports.

SPAN 461 MASTERPIECES OF LATIN AMERICAN LITERATURE (3)

Three hours lecture per week
Prerequisite: SPAN 301 or SPAN 302 or Consent of Instructor
This is an advanced literature course that explores major Latin American Literary works. It will enhance student's knowledge of Latin American Literature, history and culture. It will develop critical thinking and improve student reading and writings skills while it broadens their Spanish language vocabulary. Class will include lectures, discussions and both oral and written reports.

SPAN 490 SPECIAL TOPICS IN SPANISH (3)

Three hours lecture per week
Prerequisite: Consent of Instructor
Selected topics on Spanish language, linguistics, Hispanic cultures, and literatures. Repeatable for up to 9 units.

SPAN 499 CAPSTONE IN SPANISH (2)

Two hours seminar per week
Prerequisite: Senior standing as a Spanish major or Consent of Instructor
In this course, students design and complete a project that integrates prior course work with one or more of the objectives of the University mission statement. The project may involve an interdisciplinary activity, a service learning experience, and reflect a multicultural or international perspective.

SPECIAL EDUCATION

SPED 345 INDIVIDUALS WITH DISABILITIES IN SOCIETY (3)

Three hours lecture per week
Major types of disabilities and giftedness, including definitions, causes, characteristics, and educational implications. Topics include: disability perspectives and social, legal, and educational considerations of disability issues.
Same as PSY 345
GenEd: D, E, Interdisciplinary

SPED 490 SPECIAL TOPICS IN SPECIAL EDUCATION (1-3)

Variable hours per week
Prerequisite: Upper Division Standing and Consent of Instructor
In-depth analysis of current topics in special education. Topics vary each semester. Repeatable by topic.
Student Option: Graded or CR/NC

SPED 494 INDEPENDENT RESEARCH IN SPECIAL EDUCATION (1-3)

Variable hours per week
Prerequisite: Upper Division Standing and Consent of Instructor
Students design and implement an independent research project in special education in conjunction with a faculty member. Repeatable.
Student Option: Graded or CR/NC

SPED 497 DIRECTED STUDIES IN SPECIAL EDUCATION (1-3)

Variable hours per week
Prerequisite: Upper Division Standing and Consent of Instructor
An intensive directed study of some aspect of field of special education under the direction of a faculty member. Repeatable.
Student Option: Graded or CR/NC

SPED 499 SENIOR CAPSTONE PROJECT/ SEMINAR IN SPECIAL EDUCATION (1-3)

Variable hours per week
Prerequisite: Upper Division Standing and Consent of Instructor
Students work on research or community-based projects in the field of special education. A written report of the project is required.
Student Option: Graded or CR/NC

SPED 541 FOUNDATIONS OF SPECIAL EDUCATION (2)

Two hours lecture/discussion per week
Prerequisite: Admission to Education Specialist Credential Program and SPED 345, ENGL 475, EDUC 510, EDUC 512
Ethical standards, professional practices, laws, regulations and policies related to the provision of services to individuals with disabilities and their families. Models, theories and practices that form the basis for special education practice. History of special education and contributions of culturally diverse groups. Development of professional perspective that reflects status of special education services in society.

SPED 542 MANAGING LEARNING ENVIRONMENTS (3)

Three hours lecture/discussion per week
Prerequisite: Admission to Education Specialist: Mild/Moderate Disabilities Credential Program
Corequisites SPED 562 or SPED 570 or SPED 580
Functional assessment of behavior, behavior management strategies, communication styles and their impact on learning; laws, regulations, and strategies for promoting positive and self-regulatory behavior in students. Designing and implementing positive behavioral support plans.

SPED 543 EDUCATING DIVERSE LEARNERS WITH MILD TO MODERATE DISABILITIES (3)

Three hours lecture/discussion per week
Prerequisite: Admission to Education Specialist: Mild/Moderate Disabilities Credential Program
Corequisite: SPED 580
Characteristics and needs of individuals with mild to moderate disabilities. Use of environmental, curricula and instructional strategies to meet the needs of students with mild to moderate disabilities across a variety of environments. Designing and implementing individual instructional plans that reflect appropriate cultural and linguistic sensitivity.

SPED 544 INCLUSIONARY TEACHING METHODS (2)

Two hours lecture per week
Prerequisite: Admission to Education Specialist: Mild/Moderate Disabilities Credential Program
Corequisite: SPED 570
This course prepares students to teach collaboratively with general education teachers. Students explore the advantages and disadvantages of inclusion service delivery models used in schools for students with disabilities. Students learn how to modify curriculum, use teaching techniques and design and implement individual instructional plans for students with disabilities in general education settings. They learn models and strategies for collaborating and consulting with general education teachers.

SPED 545 ASSESSMENT OF STUDENTS WITH DISABILITIES (3)

Three hours lecture/discussion per week
Prerequisite: Admission to Education Specialist Credential Program and SPED 541, SPED 542, SPED 543, SPED 570
Basic principles, processes and strategies for assessment. Use of effective assessment techniques, tools and approaches for individuals who are culturally, linguistically, ethnically, socio-economically and ability diverse in general education and special education settings to make educational decisions.

SPED 546 CONSULTATION AND COMMUNICATION WITH FAMILIES AND PROFESSIONALS (3)

Three hours of lecture/discussion per week
Prerequisite: Admission to Education Specialist: Mild/Moderate Disabilities Credential Program
Corequisite: SPED 562 or SPED 570
Strategies for effectively collaborating, communicating and working in partnership with individuals with disabilities and their families, other caregivers, school administrators, general and special education teachers, specialists and paraprofessionals and community agency and related service personnel. Planning for transition across the life span for learners with special needs.

SPED 562 FIELD EXPERIENCE (2)

A minimum of one school day in local public schools per week
Prerequisite: Admission to the Education Specialist: Mild/Moderate Disabilities Credential Program
Corequisite: Any of the following: SPED 542, SPED 545, SPED 546
Participatory observation in school settings under the supervision of a university supervisor and/or classroom teacher for Education Specialist Candidates and Approved Interns.
Graded Credit/No Credit

SPED 570 STUDENT TEACHING IN SPECIAL EDUCATION I (3)

A minimum of one school day per week for the first eight weeks and three full school days per week for the second eight weeks.
Prerequisite: Admission to Education Specialist Level I Program
Corequisite: SPED 544
Individuals holding valid teaching credentials will complete field experience with a resource teacher in a grade level different from their current teaching credential.
The first field experience providing teaching opportunities with the broad array of age and grade placements appropriate for special education teachers. Experience teaching individuals from a variety of cultural and linguistic groups.
Graded Credit/No Credit

SPED 571 STUDENT TEACHING SEMINAR (1)

One hour seminar per week
Prerequisite: Students must be enrolled in the Education Specialist Level 1 Credential Program.
Corequisite: SPED 570
Guided discussion of experiences during student teaching, and preparation for securing a teaching position.
Graded Credit/No Credit

SPED 580 STUDENT TEACHING IN SPECIAL EDUCATION II (8)

A minimum of two days per week for first 8 weeks of the semester and five days per week for second 8 weeks.
Prerequisite: Admission to Education Specialist Level I Credential Program
Corequisite: SPED 544
Opportunity to gradually assume the responsibilities of a special education teacher in a public school including teaching, assessing students, IEP development, collaborating with parents, teachers and special services personnel.
Graded Credit/No Credit

SPED 581 STUDENT TEACHING SEMINAR (1)

Two hours seminar bi-weekly
Corequisite: SPED 580
Guided discussion of experience during student teaching, reflective feedback on student teaching experiences, and preparation for securing a teaching position.
Graded Credit/No Credit

SPED 585 INTERN FIELD SUPPORT AND SEMINAR (3)

One hour seminar and four hours activity per week
Prequisites: Students must be enrolled in the Education Specialist Level 1 Credential Program and be employed as a Special Education Intern at a local school
Special education interns will participate in the Intern Field Support Seminar each semester they are enrolled in the credential program. Students will receive support at their school site and attend a seminar. Seminar will focus on guided discussion of experience during teaching, reflective feedback on teaching experiences and problem solving.
Graded Credit/No Credit

SPED 640 INDUCTION PLANNING AND SUPPORT (1)

Two hours seminar per week
Prerequisite: Admission to Level II Education Specialist Cedential Program
Corequisite: Working as a special education teacher
Development of a Level II Professional Induction Plan in collaboration with a University Supervisor and a District Support Provider. The plan will include university and non-university components. The plan will identify the candidate's professional area of specialization and area of need. The induction plan will build upon the theoretical and practical knowledge gained in the Education Specialist Level I program and guide the candidate in developing a specific emphasis within the field of special education.
Graded Credit/No Credit

SPED 641 ADVANCED PERSPECTIVES IN SPECIAL EDUCATION (3)

Three hours lecture per week
Prerequisite: Admission to Level II Education Specialist Credential Program
Corequisite: Working as a special education teacher
This course prepares teachers and administrators to remain abreast of effective advanced practices in the field of special education. Students will demonstrate knowledge and abilities to interpret apply and disseminate current and emerging research, theory, legislation , policy and practice related to special education.

SPED 642 ADVANCED BEHAVIOR AND ENVIRONMENTAL SUPPORT (3)

Three hours lecture per week
Prerequisite: Admission to Level II Education Specialist Credential Program
Corequisite: Working as a special education teacher
Examination and analysis of theories, research, and best practices of behavior and environmental support for students with disabilities within their own school settings.

SPED 643 ADVANCED ASSESSMENT AND INSTRUCTIONAL PRACTICES FOR DIVERSE LEARNERS (3)

Three hours lecture per week
Prerequisite: Admission to Level II Education Specialist Credential Program
Corequisite: Working as a special education teacher
This field based seminar course builds upon students knowledge and skills of assessment and instructional methodology learned in their level I Education Specialist credential. Students have the opportunity to discuss and review current practices in special education on the local, state and national level. Students review current trends in multicultural and bilingual special education, augmentative communication, data-based decision making, early intervention, outcomes assessments, technology and other areas that effect special education practices for students with mild/moderate disabilities.

SPED 646 ADVANCED COLLABORATIVE PARTNERSHIPS AND EFFECTIVE COMMUNICATION IN SCHOOL SETTINGS (3)

Three hours lecture/discussion per week
Prerequisite: Admission to Level II Education Specialist Credential Program
Corequisite: Working as a special education teacher
Examination and analysis of theories, research, and best practices for collaborative partnerships and effective communication within their own school settings and, professional and family environments.

SPED 647 TRANSITION AND CAREER EDUCATION (1)

One hour seminar per week
Prerequisite: Admission to Level II Education Specialist Credential Program
Corequisite: Working as a special education teacher
Students in this seminar will gain an understanding of transition planning and career education for students with disabilities. Students will demonstrate the ability to write and implement successful transition plans for students transitioning out of public education. Students will learn about career services for people with disabilities available from educational and community agencies.
Graded Credit/No Credit

SPED 649 INDUCTION EVALUATION (1)

One hour seminar per week
Prerequisite: SPED 640, 641, 642, 643, 646, and 647
Corequisite: Working as a special education teacher
This field based seminar course will evaluate and finalize candidates' Professional Level II Induction Plan and Professional Development Portfolio. The candidate will work with his/her University Supervisor and District Support Provider to demonstrate and/or document proficiency in the California State Standards for Education Specialists. The candidate will provide evidence for professional development within an area of need and area of specialization as determined in SPED 641.
Graded Credit/No Credit

SPED 655 HISTORICAL AND CONTEMPORARY PORTRAITS OF DISABILITIES AND SPECIAL EDUCATION (3)

Three hours lecture per week
An examination of the history of disabilities with an emphasis on the social reform movements and prominent philosophies that have shaped contemporary policies for individuals with disabilities in the United States. Focus on the life histories of individuals with disabilities and their families; family support and disability advocacy movements. Examination of the trends in public education and civil rights that have impacted individuals with disabilities in historical and contemporary contexts.

SPED 690 ADVANCED TOPICS: SPECIAL EDUCATION (3)

Three hours seminar per week
Prerequisite: Admission to MA in Education Program
Provides a critical examination of current issues surrounding the field of special education, examples include, instructional methodologies, latest research, legislation and policy, case law, high stakes exams, over-representation of minorities in special education, and teacher shortages.

UNIVERSITY

UNIV 100 UNIVERSITY LIFE AND COLLEGE SUCCESS (1)

One hour seminar per week
This course introduces first-year students to university life, the structure and policies of the University and development of strategies and skills to help insure success in college. Through self-evaluation, lecture, activities and class discussion, students will develop an individualized plan for personal, social, academic and professional success. Students will be introduced to a variety of topics which include the transition to academic and campus life, introduction to campus academic and student resources, major and career exploration, academic expectations and resources and skills necessary for success. UNIV 100 is appropriate for freshmen; UNIV 101 is appropriate for transfer students.
Student Option: Graded or CR/NC

UNIV 101 UNIVERSITY LIFE AND COLLEGE SUCCESS FOR TRANSFER STUDENTS (1)

One hour seminar per week
This course introduces transfer students to university life, the structure and policies of the University and development of strategies and skills to help insure success in college. Through self-evaluation, lecture, activities and class discussion, students will develop an individualized plan for personal, social, academic and professional success. Students will be introduced to a variety of topics which include the transition to academic and campus life, introduction to campus academic and student resources, major and career exploration, academic expectations and resources and skills necessary for success. UNIV 100 is appropriate for freshmen; UNIV. 101 is appropriate for transfer students.
Student Option: Graded or CR/NC

UNIV 110 CRITICAL THINKING AND THE UNIVERSITY MISSION (3)

Three hours lecture per week
This course teaches critical thinking skills, including forms of logic, by introducing students to the four components of our mission. Through special presentations, guest lectures, and small discussion sections. Students will apply various types of arguments and understand the relationship of language to logic in analyzing issues and opportunities specific to multiculturalism, internationalism, interdisciplinarity and community engagement.
GenEd: A3



UNIV 392 INTERNATIONAL EXPERIENCE (1-3)

Variable hours per week
Provides an opportunity for students to earn credit for travel and study in a country outside the US, where the student is immersed in a foreign culture. With faculty advisor approval, students may participate in a university-sponsored trip abroad or a personal trip abroad. Requires an approved plan of study by the faculty advisor prior to the experience. Repeatable for credit. A lab fee is required.
GenEd: C3B

UNIV 493 SERVICE LEARNING AT THE ZOO (1-3)

One to three hours activity per week
Prerequisite: BIOL/BUS/ECON/EDUC 342 and Consent of Instructor
Working with a local zoo, individuals or teams of students will engage in service learning projects. Students will apply skills and competencies acquired in their academic programs to issues and challenges facing modern zoos.
Student Option: Graded or CR/NC
Same asBIOL 493, BUS 493, ECON 493, EDUC 493

UNIV 498 FACULTY-STUDENT COLLABORATIVE RESEARCH (3)

Six hours activity per week
Prerequisite: Consent of Instructor
Students will engage in the creation of original intellectual or creative work by collaborating with a faculty member on a research project of the faculty member's choosing. Student activities will include reading scholarly publications, research or creative activities both independently and with the faculty mentor, attending workshops, writing, and preparation of a conference presentation.
Student Option: Graded or CR/NC

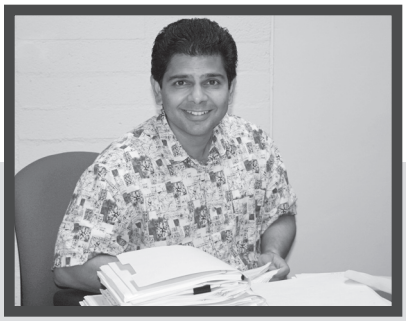
Catalog 2008-2009

California State University Channel Islands

SECTION 13
Faculty Biographies







Faculty BIO

FACULTY BIOGRAPHIES

William Hampton Adams
Associate Professor of Anthropology
Ph.D., Anthropology, 1976, Washington State University
M.A., Anthropology, Washington State University
A.B., Anthropology, Indiana University
Areas of Specialization: Historical archaeology; oral history; ethno-history; ethno-archaeology; human ecology; environmental history; cultural heritage management; cultural preservation; applied anthropology; African-American history; USA; Oceania; Australia.

Virgil H. Adams III
Associate Professor of Psychology
Ph.D., Psychology, 1994, University of California SantaCruz
M.S., Psychology, University of California Santa Cruz
B.A., Psychology, California State University, Fresno
Areas of Specialization: Social Psychology, Intergroup Relations, Hope, Quality of life, African American Families

Mary Adler
Assistant Professor of English
Ph.D., Curriculum and Instruction, 2002, University at Albany, State University of New York
M.A., English/Creative Writing, University at Albany, State University of New York
B.A., History, University of California at Los Angeles
Areas of Specialization: English education (literature instruction, classroom discourse studies, writing development & processes), second language acquisition

Simone Aloisio
Associate Professor of Chemistry; Chair, Chemistry
Ph.D., Analytical Chemistry, 2000, Purdue University
B.A., Chemistry, Bradley University
Areas of Specialization: Atmospheric chemistry, theoretical chemistry, infrared spectroscopy.

Sean Anderson
Assistant Professor of Environmental Science and Resource Management
Ph.D., Population Biology, 2003, University of California Los Angeles
B.A., Environmental Science, University of California Santa Barbara
B.A., Ecology and Evolution, University of California Santa Barbara
Areas of Specialization: Restoration Ecology, Conservation Biology, Marine Biology, Wetland Ecology

Harley Baker
Associate Professor of Psychology; Chair, Psychology
Ed.D, Organization and Leadership, 1999, University of San Francisco
M.S., Developmental Psychology, University of California Santa Cruz
M.A., Psychology, San Jose State University
B.A., Psychology, California State University Stanislaus
Areas of Specialization: Psychometrics, adolescence, attachment theory, psychoanalytic thought, psychology of religion.

Julia Balén
Associate Professor of English
Ph.D., Comparative Cultural and Literary Studies, 1993, University of Arizona
M.A., English Literature, University of Arizona
B.A., English/Creative Writing, University of Arizona
Areas of Specialization: Twentieth century world literature, feminist studies, activism and social change, sexuality and gender studies

Terry L. Ballman
Professor of Spanish; Chair, Spanish
Ph.D., Spanish Linguistics, 1985, University of Texas
M.A., Spanish, California State University Long Beach
B.A., Spanish, California State University Long Beach
Areas of Specialization: Spanish Language Acquisition, Second/Foreign Language Teaching

Frank P. Barajas
Associate Professor of History
Ph.D., History, 2001, Claremont Graduate University
M.A., B.A., History, California State University, Fresno
Areas of Specialization: California History, Chicano Studies, Twentieth Century United States History

Andrzej (A.J.) Bieszczad
Assistant Professor of Computer Science
Ph.D., Electrical Engineering, 1996, Carleton University
M.S., Computer Science, 1993, Carleton University
M.S., Informatics, 1981, Jagiellonian University, Krakow, Poland
Areas of Specialization: Cognitive Informatics, Artificial Intelligence, Intelligent Agents, Network and Service Management, Internet Programming, Game Programming

Robert Bleicher
Associate Professor of Education-Science
Ph.D., Educational Psychology, 1993, University of California Santa Barbara
M.A., Educational Psychology, University of California Santa Barbara
B.A. (Honors), Chemistry, University of California Davis
Areas of Specialization: Classroom Discourse, Self-Efficacy, Science Education, Service Learning

Merilyn Buchanan
Assistant Professor of Education
Ph.D., Education: Study of Schooling, 1991, University of California Los Angeles
M.Ed., Education: Curriculum Design and Evaluation, Liverpool University, UK.
B.Ed., Education: Environmental Science, Liverpool Institute of Higher Education, U.K.
Cert. ED., Primary Education: Environmental Studies, Notre Dame College, U.K.
Area of Specialization: K-6th grade mathematics education, teacher's work experiences, organization and function of professional development schools.

Geoffrey W. Buhl
Assistant Professor of Mathematics
Ph.D., Mathemtics, 2003, University of California Santa Cruz
B.A., Mathematics, University of Michigan
Area of Specialization: Mathematical structures in string theory, Lie algebras.

Catherine Scott Burriss
Assistant Professor of Performing Arts
Ph.D., Performance Studies, University of California Berkeley
B.A., Theatre Arts, University of California Santa Cruz
Area of Specialization: Contemporary Theater and Performance Art, Early Modern English and Italian Theater, Feminist and Queer Studies, Mimetic Theory, Acting, Directing, Dramaturgy

Rainer F. Buschmann
Associate Professor of History
Ph.D., History, 1999,
University of Hawai'i at Manoa
M.A., Anthropology,
University of Hawai'i at Manoa
B.A., Anthropology,
University of Illinois at Urbana-Champaign
Areas of Specialization: World History, Pacific Islands History, Modern European History, History of Oceans

Stephen J. Clark
Associate Professor of Spanish
Ph.D., Latin American Literature, 1996,
University of Colorado
M.A., Spanish, Middlebury College-Madrid
B.A., Spanish, St. Mary's College of California
Areas of Specialization: Latin American literature, Cuban narrative, translation

Tracylee Clarke
Assistant Professor of Communication
PhD: Environmental Communication & Policy Development, 2006,
University of Utah
MA: Environmental Communication & Cultural Conflict, 1997,
Washington State University
BA: Interpersonal Communication and Marketing, 1995,
Southern Utah University
Areas of Specialization: Environmental Conflict Resolution, Cultural Communication, Collaborative Policy Development

Christopher B. Cogan
Assistant Professor, Environmental Science and Resource Management
Ph.D., Environmental Studies, 2001,
University of California, Santa Cruz
M.A., Geography, 1993,
University of California, Santa Barbara
B.A., Zoology, 1985,
Humboldt State University
Areas of Specialization: Biodiversity, Biogeography, Geographic Information Systems (GIS), Remote Sensing

Manuel G. Correia
Assistant Professor of Education
Ph.D., Language, Literacy and Culture, 2004,
University of California, Berkeley
M.A., Elementary Education, 1997,
California State University, Stanislaus
B.A., English, 1993,
California State University, Stanislaus
Areas of Specialization: Primary Language Instruction, Literacy Learning in Sociocultural Contexts, Second Language Acquistion



Irina D. Costache
Professor of Art History
Ph.D., Art History, 1993,
University of California Los Angeles
M.A., Art History,
University of California Los Angeles
M.A., B.A., Art and Art Conservation, Institute of Fine Arts, Bucharest, Romania
Areas of Specialization: Art History and Humanities

Colleen Delaney-Rivera
Assistant Professor of Anthropology
Ph.D., University of California, Los Angeles
M.A., University of California, Los Angeles
B.A., Beloit College
Areas of Specialization: North American archaeology, emergent complexity, sociocultural interaction and identity, taphonomic processes

Amy L. Denton
Assistant Professor of Biology
Ph.D., Botany, 1997,
University of Washington
B.A., Environmental Studies,
State University of New York (SUNY) at Binghamton
Areas of specialization: Molecular evolution of adaptation to extreme environments in plants; comparative genomics; plant molecular systematics and population genetics

Beatrice M. De Oca
Associate Professor of Psychology
Ph.D., Psychology, 1997,
University of California Los Angeles
B.A., Psychology,
California State University Los Angeles
Areas of Specialization: Psychophysiology of emotion, biological basis of emotion, animal defensive behaviors, learning and memory

Geoff Dougherty
Professor of Physics
Ph.D., Biophysics, 1979,
Keele University, England
P.G.C.E., Physics and Education,
Leeds University, England
B.S., Physics,
Manchester University, England
Areas of Specialization: Medical imaging, image analysis, pattern recognition, biophysics, instrumentation.

Dennis J. Downey
Assistant Professor of Sociology
Ph.D., Sociology, 2002,
University of California, Irvine
M.A., Comparative Culture, 1995,
University of California, Irvine
A.B., Public Policy, 1988,
Stanford Universiity
Areas of Specialization: Social Movements, Diversity and Race/Ethnic Relations

Jesse Elliott
Assistant Professor of Mathematics
Ph.D., Mathematics, 2003,
University of California, Berkeley
B.S., Mathematics,
Massachusetts Institute of Technology
Areas of Specialization: Commutative algebra and number theory

Scott A. Frisch
Associate Professor of Political Science; Chair, Political Science
Ph.D., Political Science, 1997, Claremont Graduate University
M.A. Political Science/ International Relations, University of Pennsylvania
M.G.A., Government Administration, University of Pennsylvania
A.B., International Affairs, Lafayette College
Areas of Specialization: American Institutions (Congress, The Presidency), Public Policy, Public Budgeting

Marie E. Francois
Associate Professor of History; Chair, History
Ph.D., Latin American History, 1998, University of Arizona
M.A., World Comparative History, 1988, University of California Santa Cruz
B.A., History and Latin American Studies, 1984, University of Virginia of Michigan
Area of Specialization: Mexican and Latin American history, 18th and 19th century; cultural history; economic history; material culture; history of gender systems

Matthew Furmanski
Assistant Professor of Art
M.F.A., Sculpture, 1995, Claremont Graduate University
B.F.A., 1993, Chapman University
Areas of Specialization: Sculpture, ceramics, digital media and new genres

Jorge Garcia
Assistant Professor of Mathematics
Ph.D., Mathematics, 2002, University of Wisconsin Madison
M.S., Mathematics, University of Wisconsin-Madison
M.S., Mathematics, Center for Research and Advanced Studies (CINVESTAV) at National Polytechnic Institute (IPN), Mexico
B.A., Mathematics, National University of Mexico
Areas of Specialization: Large Deviations, Stochastic Integrals

Blake Gillespie
Assistant Professor of Chemistry
Ph.D., Chemistry, 1999, University of Oregon, Eugene OR
B.S., Chemistry, 1991, The Evergreen State College, Olympia WA
Areas of Specialization: Protein stability, dynamics, structure

Jeannie M. Grier
Associate Professor of Secondary Education
Ph.D, Teaching and Teacher Education, 1998, University of Arizona
M.Ed., Curriculum and Instruction-Science Education, University of Missouri-Columbia
B.A. Interdisciplinary Studies-Biology, Chemistry, Art, University of Missouri-Columbia
Areas of Specialization: Secondary Science Teacher Education, Professional Development of Science Teachers, Secondary Methods, Science Content Knowledge and Curriculum Influences.

Andrea K. Grove
Associate Professor of Political Science
Ph.D., Political Science, 1999, The Ohio State University
M.A., International Relations and Strategic Studies, 1993, Lancaster University, U.K.
B.A., Political Science, 1992, University of Georgia
Area of Specialization: International relations, foreign policy, leadership

Ivona Grzegorczyk
Professor of Mathematics; Chair, Mathematics
Ph.D., Mathematics, 1990, University of California Berkeley
M.S., Mathematics, University of Warsaw
Areas of Specialization: Algebraic Geometry, Vector Bundles, Mathematics and Art, Mathematics Education.

Philip Hampton
Professor of Chemistry
Ph.D., Organic Chemistry, 1989, Stanford University
B.A., Chemistry, St. Olaf College
Areas of Specialization: Organic and inorganic synthesis, catalysis, mechanistic studies, organometallic chemistry, and polymer chemistry.

Elizabeth Hartung
Professor of Sociology; Chair, Sociology
Ph.D., Sociology, 1985, University of Nebraska, Lincoln
M.A., Sociology, Kansas State University
B.A., Sociology, Kansas State University
Areas of Specialization: Stratification, Gender, Popular Culture

Debra Hoffmann
Assistant Librarian
MLIS, Library & Information Science, University of California, Los Angeles
B.A., Political Science, University of California, Los Angeles
Areas of Specialization: Library Instruction, Information Literacy, Outreach

Nian-Sheng Huang
Professor of History
Ph.D., History, 1990, Cornell University
M.A., History, Cornell University
M.A., History, Tufts University
B.A., History/Political Science, Teachers University of Inner Mongolia, P. R. China
Areas of Specialization: Early America

Tiina Itkonen
Assistant Professor of Education
Ph.D., Educational Leadership and Organizations (political science emphasis), University of California, Santa Barbara, 2004
M.S., Special Education, University of Oregon, 1989
B.Ed., Education, University of Oregon, 1987
Areas of Specialization: Education policy and policy analysis, politics of education

Karen A. Jensen
Associate Professor of Nursing; Director of Nursing
Ph.D, Nursing, 1996, University of California Los Angeles
M.S.N, Nursing, 1982, University of California Los Angeles
B.S.N, Nursing,1980, Marquette University
Area of Specialization: Gerontology, Alzheimer's Caregivers, Curriculum Development and Teaching in Nursing

Antonio F. Jiménez Jiménez
Assistant Professor of Spanish
Ph.D., Spanish Linguistics, 2003, Pennsylvania State University
B.A., Translation and Interpreting, University of Malaga, Spain
Areas of Specialization: Second language acquisition, language attrition, bilingualism, technology-enhanced language learning, corpus-linguistics, translation, and Sociocultural Theory.

Kimmy S. Kee-Rose
Associate Professor of Psychology
Ph.D., Clinical Psychology, 1996, Medical College of Pennsylvania and Hahnemann University, Philadelphia, PA
B.A., Psychology, 1989, The College of Wooster, Wooster, OH.
Areas of Specialization: Social Cognition; Motivation; Schizophrenia

Sean Q. Kelly
Associate Professor of Political Science
Ph.D., Political Science, 1992, University of Colorado
M.A., Political Science, 1990, University of Colorado
B.A., Political Science, 1986, Seattle University
Areas of Specialization: American Politics, Congress, the Presidency, Environmental Policy, Research Methods

Jacquelyn Kilpatrick
Professor of English; Chair, English
Ph.D., Literature, 1996 University of California, Santa Cruz
M.A., English, California State University, Fresno
B.A., English, California State University, Fresno
Areas of Specialization: British Literature, world literature, Native American literature, Renaissance drama, multicultural literature and film

Liz King
Assistant Professor of Art
M.F.A., 1990, University of California, Los Angeles
B.A., 1986, University of California, Los Angeles
Areas of Specialization: Computer Graphics, Web Design, Flash Animation, and Interactive Media

Kristen B. Labonte
Assistant Librarian,
Digital Resources, Library
M.L.S., Library and Information Science, 2004, Southern Connecticut State University
B.A., Geography, University of California Santa Barbara
Area of Specialization: Science reference and instruction, digital resources, and Geographic Information Systems

Jill M. Leafstedt
Assistant Professor of Special Education
Ph.D., Education/Emphasis in Special Education Disabilities and Risk, 2002, University of California, Santa Barbara
B.A., Psychology, University of California Santa Barbara
Areas of Specialization: Learning Disabilities, Early Reading, Early Intervention, Bilingual Education/Special Education

Daniel B. Lee
Associate Professor of Sociology
Ph.D., Sociology, 1995, Maxwell School of Citizenship and Public Affiars, Syracuse University
M.A., Sociology, 1993, Maxwell School of Citizenship and Public Affiars, Syracuse University
B.A., Sociology and the Humanities, 1991, California State University Chico
Areas of Specialization: Sociological Theory, Culture, Organizations

Kathryn Leonard
Assistant Professor of Mathematics
Ph.D.: Mathematics, 2004, Brown University
M.S.: Mathematics, Brown University
B.S.: Mathematics and English, University of New Mexico
Area of Specialization: Mathematics behind Computer Vision, approximation in Banach spaces

Priscilla Z. Liang
Assistant Professor of Finance
Ph.D., Financial Economics, 2006, Claremont Graduate University
M.B.A., Finance, California State Polytechnic University, Pomona
B.S., Management, Beijing Normal University
Area of Specialization: Corporate Finance, International Finance, Behavioral and Emerging Market Finance

Luke Matjas
Assistant Professor of Art
M.F.A., Spatial Arts/Digital Media/Critical Theory, 2002, University of California, Santa Barbara
B.A., Film and New Media, University of California, San Diego
Area of Specialization: Design, New Media, Digital Filmmaking, Visual Culture

Bob Mayberry
Associate Professor of English
M.F.A., 1985, Theatre, Univ. of Iowa
Ph.D., 1979, English, University of Rhode Island
M.A., 1975, English, Univ. of Utah
B.A., 1971, English, Univ. of Nevada
Areas of Specialization: Composition theory and pedagogy, playwriting, modern drama

Alexander W. McNeil
Professor of Kinesiology
Ph.D., Exercise Physiology and Biomechanics, 1973, University of Oregon
M.S., Exercise Science, 1967, University of Oregon
B.S., Physical Education, 1965, University of Oregon
Areas of Specialization: Exercise Science, Foods and Nutrition, Human Development, Community Health Education, Consumer Economics and Mental Health Counseling

Jim Meriwether
Professor of History
Ph.D., History, 1995, University of California, Los Angeles (UCLA)
M.A., History, 1991, University of California, Los Angeles (UCLA)
B.A/S., History and Political Science, 1981, Duke University
Areas of Specialization: 20th-Century U.S. History, African American History, U.S. Foreign Relations, U.S.-African Transnational Relations

Catie Mihalopoulos
Assistant Professor of Art
Ph.D., Classical Art and Archeology, 2001, University of Southern California
M.A., Ancient Greek Art History, California State University Northridge
B.A., Ancient Greek and Roman Art, California State University Northridge
Areas of Specialization:Classical Art and Archaeology/women in antiquity and gender studies.

Trudy Milburn
Associate Professor of Communication
Ph.D., Communication, 1998, University of Massachusetts, Amherst
M.A., Speech Communication, 1992, Texas A&M University
B.A., Rhetoric & Communication, 1989, University of California, Davis
Area of Specialization: Employment Law

Bradley John Monsma
Professor of English
Ph.D., English and American Literature, 1995, University of Southern California
M.A., English and American Literature, 1991, University of Southern California
B.A., English, Calvin College
Areas of Specialization: Environmental Literature, Multicultural Literature, Literary Nonfiction



Michelle Moon
Assistant Professor of Psychology
Ph.D., Clinical Psychology, 2003,
Loma Linda University
B.A., Psychology,
San Diego State University
Area of Specialization: Clinical Psychology, Child, Adolescent and Family Processes

J. Andrew Morris
Associate Professor of Management
Ph.D., Organizational Behavior and International Business, 1995,
University of South Carolina
M.B.A.,
Winthrop University
B.S.,
Finance, Winthrop University
Area of Specialization: Emotional Labor, Leader Humility, Positive Organizational Scholarship

Nancy Mozingo
Associate Professor of Biology
Ph.D., Zoology, 1993,
Arizona State University
B.S., Zoology,
Arizona State University
Areas of Specialization: Cellular and Developmental Biology

Nitika Parmar
Assistant Professor of Biology
Ph.D., Molecular Biology, 2000,
University of California, Los Angeles
M.Tech., Biochemical Engineering and Biotechnology, 1993,
Indian Institute of Technology (IIT), New Delhi, India
M.S., Biotechnology, 1991,
Pune University, India
B.A/S., Biophysics Honors, 1989,
Punjab University, India
Area of Specialization: Molecular Biology, Biotechnology

Joan K. Peters
Associate Professor of English
Ph.D., Comparative Literature, 1974,
University of Chicago
M.A., English,
University of Chicago
B.A., English,
University of Chicago
Areas of Specialization: 17th Century English and European literature; Modern and Contemporary Fiction, Fiction Writing; Women's Studies

Luda Popenhagen
Associate Professor of Performing Arts
Ph.D., Dramatic Art, 1996,
University of California Santa Barbara
M.F.A. Equivalent, Theatre, 1984,
Ecole Jacques Lecoq-Paris, Ecole Pagneux/Gaulier-Paris, Actors Conservatory-Sydney
B.A., French, Psychology,
University of Sydney
Areas of specialization: Acting, World Drama, and Theatre of Migrant Populations

Elizabeth P. Quintero
Professor of Education, Early Childhood Studies
Ed.D, Curriculum & Instruction, Early Childhood & Bilingual Education, 1986,
New Mexico State University
M.A. Early Childhood Education,
Florida State University
B.A. English,
Florida State University
Areas of Specialization: Instructional methods, program development, curriculum development, and supervision. Particular interest in programs that serve families in multilingual communities that represent a variety of cultural and historical backgrounds. Work with Head Start programs, programs for English Language Learners, and bilingual family literacy programs, emphasizing critical theory, critical pedagogy, and critical literacy.

Jack Reilly
Professor of Art; Chair, Art
M.F.A., Studio Art, 1978,
Florida State University
B.F.A., Creative Art,
Florida State University
Specialized Studies in Art:
Paris American Academy
Areas of Specialization: Painting media and theory, digital art, video, film, surfing

Paul A. Rivera
Associate Professor of Economics
Ph.D., Economics, 2002,
University of Southern California
M.A., Economics,
California State University Long Beach
B.A., Economics,
Texas A&M University
Areas of Specialization: Development economics, international migration, rural household economics, culture and economics.

Donald A. Rodriguez
Associate Professor of Environmental Science and Resource Management; Chair, ESRM
Ph.D., Human Dimensions of Natural Resource Management, 1996,
Colorado State University
M.S., Environmental Education,
California State University Hayward
B.S., Wildlife Zoology,
San Jose State University
Areas of Specialization: Human Dimensions of natural resource management, parks and protected areas management, management of wildland-urban interface, watershed management and land use conflicts.

J. Goosby Smith
Associate Professor of Management
Ph.D., Organizational Behavior, Case Western Reserve University
M.B.A. Case Western Reserve University
B.S. Computer Science, Spelman College
Areas of Specialization: Organizational Behavior (micro), Human diversity in organizations, valuation of human resources in organizations, leadership development

Peter Smith
Professor of Computer Science
Ph.D., Computer Studies, 1975, Lancaster University
B.A., Computer Studies, Lancaster University
Areas of Specialization: File and data structures, text processing.

Stephen Stratton
Librarian, Head of Collections and Technical Services
M.S., Library Science, 1992, Wayne State University
M.A., Counseling, Eastern Michigan University
A.B., Communications, University of Michigan
Areas of Specialization: HIV/AIDS Information, Information provision to GLBT populations

Christy Teranishi
Assistant Professor of Psychology
Ph.D. Psychology, 2001, University of California, Santa Cruz
M.A. Communications, 1993, San Diego State University
B.A. Psychology and Business Economics, 1991, University of California, Santa Cruz
Areas of Specialization: Latino Identity Development, Cross-Cultural Adaptation, Experiential Learning, Interpersonal Relationships

Kaia Tollefson
Assistant Professor of Education
Ph.D., Language, Literacy, and Sociocultural Studies, 2004, University of New Mexico
M.A., Public School Administration, University of Alaska, Anchorage
B.S., Education, Valley City State University
Area of Specialization: Teacher Education, Sociology of Education, Critical Theory

Eric Toshalis
Assistant Professor of Secondary Education
Ed.D., Harvard Graduate School of Education
M.T.S., Harvard Divinity School
M.Ed., University of California Santa Barbara Single Subject Teaching Credential, Social Studies, University of California Santa Barbara
B.A., History, University of California Santa Barbara
Areas of Specialization: Adolescent development, teacher education, culturally responsive pedagogy, classroom discipline

Lillian Vega-Castaneda
Professor of Language, Culture & Literacy
Ed.D, Teaching, Curriculum and Learning Environments, 1989, Specialization in Sociolinguistics, Harvard University
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